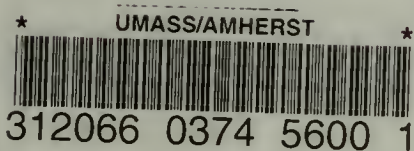


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Application for

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**The Rising Tide Charter School**

Plymouth, Massachusetts

Submitted January 5, 1998

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# I. Applicant Information Sheet

(This sheet must be attached to the prospectus and final application.)

This application is for a (check one):

☒ Commonwealth Charter ☐ Horace Mann Charter

(Please Type)

Name of Proposed Charter School Rising Tide Charter School

School Address (if known) \_\_\_\_\_

School Location (City/Town) Plymouth, Massachusetts

Name of Group Applying for the Charter Rising Tide Charter School Parents

Contact Person David B. Peck

Address 157 Sandwich Road

City Plymouth State MA Zip 02360

Daytime Tel: ( 617 ) 355-6140 Fax: ( 617 ) 730-0691

E-mail: peck@al.tch.harvard.edu

The proposed school will open in the fall of school year: ☐ 1998-99 ☐ 1999-00

School Year	Grade Levels	Total Student Enrollment
First Year	<u>5,6,7</u>	<u>162</u>
Second Year	<u>5,6,7,8</u>	<u>216</u>
Third Year	<u>5,6,7,8</u>	<u>216</u>
Fourth Year	<u>5,6,7,8</u>	<u>216</u>
Fifth Year	<u>5,6,7,8</u>	<u>216</u>

Will this school be a Regional Charter School? ☐ Yes ☒ No

School Districts from which students are expected to come (use additional sheets if necessary):

Plymouth \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



### III. Commonwealth Charter School Certification Statement

Proposed Charter School Name Rising Tide Charter School

Proposed School Location (City/Town) Plymouth

*I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further, I understand that, if awarded a charter, the proposed school shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.*

Signature of  
Authorized Person Julie M. Macuch Date 1.3.98

Print/Type Name Julie M. Macuch





## I. Abstract

### What is the school's mission?

*"To become intimate with your home region, to know the territory as well as you can, to understand your life as woven into the local life does not prevent you from recognizing and honoring the diversity of other places, cultures, and ways. On the contrary, how can you value other places if you do not have your own? If you are not placed, then you wander the world like a sightseer, a collector of sensations, with no gauge for measuring what you see. Local knowledge is the grounding for global knowledge."*

*Scott Russell Sanders*

The Rising Tide Charter School will provide a strong academic program rooted in the history of Plymouth, Massachusetts. Our students will harvest opportunity from the practice of language, the reasoning of mathematics, the analysis of science and the reflection of history. We want children to hone skills through rigorous studies, but skills alone do not make a whole education. The Rising Tide Charter School will also cultivate within its students a sense of belonging to our community, a tie with those that have come before them and a seed of continuity between the Plymouth of today and the Plymouth of tomorrow. The Rising Tide Charter School will graduate capable and prepared young adults who have already sown within themselves a sense of place and belonging that will be the bounty of the future, whether they remain among us or venture from our harbor.

### What is the school's educational philosophy?

1. **All students can reach high academic standards, but all learn differently and at varied paces. The academic standards that drive the school's curriculum must be applied individually to each student.**  
At the heart of the program is the belief that each student can reach high academic standards when programming addresses individual needs and strengths. Schools need systems by which to track each child's progress individually.
2. **All students must accumulate knowledge and be able to use it. They will master fundamental skills and apply them to real-life work.**  
The academic goal of the school is to provide students with skills for success and to have them master these skills through integrated projects that reflect real life challenges. Students will receive specific skill and content instruction, and they will apply and practice these skills through projects such as authoring a history of Plymouth's agricultural past and performing field studies on the harbor's estuaries.
3. **All students will become proficient at work requiring higher order thinking and problem solving.**  
While the first step in learning is the practice and mastery of distinct skills, real challenges require us to use a constellation of skills and knowledge in unison in order to achieve complex solutions to complex problems.
4. **All students must be tied to their community to develop into successful members of that community.**  
Young adults need to develop a sense of place in their community, and it is our responsibility as parents to create this sense of belonging by being active in our schools.

### What are the school's primary goals?

1. To demonstrate academic progress of at least one grade level or more each year on standardized tests.
2. All students will complete the Intermediate Division of the *Modern Red Schoolhouse Standards* by graduation.
3. Achieve high levels of parent satisfaction and participation.
4. Achieve high levels of community involvement.
5. Create a curriculum based on high standards and derived from the community of Plymouth.





## II. Narrative

### 1. Mission Statement

#### *What is the purpose of this school?*

As change becomes the norm for our world, it is vital that children are given both skills to continually adapt and a sense of place and belonging that will be the bounty of their future, whether they remain among us or venture far from our harbor. The Rising Tide Charter School will provide students with community-based education each day, using the town of Plymouth as a local yet dynamic textbook which will provide fertile ground for the development of higher-order thinking skills.

### 2. Statement of need

#### *A. Why is this kind of school needed in this community?*

The Rising Tide Charter School will link the students of Plymouth to their community with curriculum and programming that celebrates and brings to life the rich history of the area. Students need to interact with, learn from, depend on, and be depended on by their community if that community is to prosper. There is too much fertile material in Plymouth to avoid using it as the textbook for a school.

#### *B. Why is a charter necessary in order for the program to exist or succeed?*

This school will look different each day - one day, it may be a science lab; another, a publishing house; still another, a surveyor's studio. Other days, 20 students in one room may work on 20 different projects. Or perhaps there are ten students in the room while ten work in the community with mentors. It demands the flexibility a charter provides.

Of course, an independent school could be just as flexible. But the citizens of Plymouth deserve this type of educational option within the public school system that is everyone's right. Independent school is a luxury available to some; Rising Tide should be an option for all. Taxpayers should not incur extra expenses for excellence that the Commonwealth has the capacity to provide.

#### *C. What evidence exists that there is a sufficient demand for the educational program you are proposing?*

There is a strong need for an alternative approach to the education of our children in grades 5 through 8 which will complement the existing school system in the Plymouth area, and provide a publicly funded choice for families who seek innovative and customized learning approaches to meet their child's needs. Local concerns over school and class size have many families looking for intimate educational settings. To date, over 240 families have expressed interest in and signed a petition of support for the Rising Tide Charter School. (Sample petition in Appendix C)

We believe that such an option is currently not available to families in the Plymouth area for a variety of reasons:

#### *Past and future demographic pressures create school system overcrowding.*

- Plymouth grew by 27 percent between 1980 and 1990 and is projected to grow another 15 percent by the year 2000 and another 13 percent by the year 2010 (source: Old Colony Planning Council).
- School enrollment in Plymouth grew by 18 percent from 1987 through 1996 and by 23.8 percent in grades 4 through 8 (source: Plymouth School Committee Budget)
- The Plymouth Community Intermediate School has an enrollment of 2108 students and is a "poster child for school overcrowding" (source: Boston Globe, September 3, 1997). Even with a second middle school planned for 1999, each school will have over 1000 students.
- The Plymouth School Committee projects overall school population growth of 11.4 percent and an increase of 21 percent in grades 6 through 8 in the next seven years (source: Long Range Facility Plan, accepted August 4, 1997). Modular classrooms are in use at several Plymouth schools due to delays in construction of new schools.
- Projected growth rates may be understated. A new commuter rail opened in September 1997, and improvements are anticipated to Route 44, connecting to the west. Both developments are likely to increase overcrowding in Plymouth.

#### *Crowded schools, no matter how creatively managed, are not the best environment for middle school students.*

- Students of this age are experiencing many emotional fluctuations and can easily get "lost in the shuffle."





- Research findings of the National Research Center on the Gifted and Talented indicate that the children benefit greatly from the influence of a single caring adult mentor.

*Choices for parents are limited.*

- All local independent schools are outside of Plymouth. Those schools may also be prohibitive in cost to some families. They are: Sacred Heart School (Kingston), Cape Cod Academy (Osterville), Waldorf School of Cape Cod (Bourne), Falmouth Academy (Falmouth), and Thayer Academy (Braintree).
- Existing charter schools with similar philosophies to Rising Tide are far from Plymouth. They are: Atlantis Charter School (Fall River), Cape Cod Lighthouse Charter School (Orleans), Martha's Vineyard Public Charter School (Vineyard Haven), South Shore Charter School (Hull), Chelmsford Public Charter School (Chelmsford).

### **3. Educational program**

#### ***A. What will be the school's educational approach?***

The Rising Tide Charter School's approach is a hybrid between a skills-based and a project-based education. The school will provide students with the thorough grounding in performance skills and content knowledge needed to face real-world problems. However, any array of knowledge and skills will be of limited use if students cannot marshal these resources in the face of complex challenges. Therefore, through project-based learning, the Rising Tide Charter School will teach students how to integrate and manipulate these same performance skills and content knowledge into complex solutions. Success begins with a depth of understanding; it can only be fully realized through the ability to orchestrate this understanding.

While all children must work towards high standards of knowledge, skills, and problem-solving, we believe that each child will reach success via a unique path and at a different speed. The school will link common standards to each student's educational achievement through the creation and careful management of a learning plan for each student.

Such a plan represents a commitment by the school to take responsibility for each student's progress and ultimate success, but this job cannot be completed by one institution alone. A young person's community is the stage on which she first explores an adult role in society, and school should serve as the nexus between students and that community. The Rising Tide Charter School will draw curriculum from Plymouth, develop a mentor program to link students with adult members of the community, and create opportunities to involve students in local issues.

The school's educational approach, as described above, can be restated in these four principles:

- 1. All students can reach high academic standards, but all learn differently and at varied paces. The academic standards that drive the school's curriculum must be applied individually to each student.**
- 2. All students must accumulate knowledge and be able to use it. They will master fundamental skills and apply them to real-life work.**
- 3. All students will become proficient at work requiring higher order thinking and problem solving.**
- 4. All students must be tied to their community to develop into successful members of that community.**

Each of these four principles is explored in depth below, and in each explanation we offer a concrete example of the principle at work. These examples are all part of one unit in our curriculum called the "Estuary Project." Teachers will divide the Estuary Project work into two parts. Half of the students will begin the year with the biodiversity project. They will work in science and English classes to complete labs, analysis, research, and writing centered on life in the estuaries. The other half of the students will begin the year in the cartography project. They will work in math and history classes reading, interpreting, and finally creating maps and other representations of the estuary area's geography. Together, all students and teachers will eventually select work samples to present to the town of Plymouth. Students will work in skill classes to prepare for each project; while working on the biodiversity unit, for example, they will learn skills in math and history classes to use in the cartography unit. Some of the required skills will also be taught within each project.





Students starting the year in the biodiversity unit, for example, will learn how to conduct labs and measure data as part of their project work.

- **All students can reach high academic standards, but all learn differently and at varied paces. The academic standards that drive the school's curriculum must be applied individually to each student.**

The Rising Tide Charter School will educate students towards mastery of specific and rigorous performance standards; graduation will depend on completing specific work. Drawn from the *Modern Red Schoolhouse*, these standards are specific enough to be tailored to individual student goals. All students will be assigned to an advisory teacher, who will meet with students and parents to set up an Individual Education Compact (IEC). This compact will serve as a road map for the student's journey through Rising Tide, highlighting appropriate standards for each student to master as part of specific projects. It will be a learning plan which students, teachers, and parents will update and edit as students meet goals or uncover areas that need more attention. For example, while all seventh and eighth graders work on producing a comprehensive guide to Plymouth's estuary region - the Estuary Project - each student can complete specific work within that project to progress at standards highlighted in her IEC. [Please see appendix A for project descriptions, including the standards used to build the project.]

*Example of principle at work:*

Halfway through her biodiversity work, Marie, a seventh grader, gathers with her parents and advisor for an IEC meeting. Early assessments from this project indicate that Marie represented data incorrectly in a box-and-whisker diagram, used to demonstrate how close most data is to the median. It seems the scale she chose made it hard to read the diagram and caused some embarrassing moments during a mock presentation to a group of parents playing the part of the town conservation board. She agrees to make this her primary goal and revise the unsuccessful project. The advisory teacher will contact Marie's science instructor to arrange for some extra help. Marie and her advisor check in often to see how she is moving towards this goal; her pace is individual, but it is not leisurely.

- **All students must accumulate knowledge and be able to use it. They will master fundamental skills and apply them to real-life work.**

Students need specific skills to solve problems posed by project-based work. Joseph Renzulli's curriculum model for developing "gifted behaviors...in persons who are not necessarily those who earn the highest scores on standardized tests," uses a three-tiered approach to build up to skills of synthesis of material and self-guided learning.<sup>1</sup> Type I work introduces new ideas to provide engagement, through field trips, guest speakers, and work with visiting experts from the community. Type II work then delivers necessary skills "to promote thinking and feeling processes;" skills ranging from problem solving to note taking to electronic researching.<sup>2</sup> Only then will Renzulli's Type III work, self-directed investigations and presentations to specific audiences, be successful for all students.

Rising Tide's projects will combine several skill sets and disciplines; students will receive specific skill instruction in a separate "skill class" for the month before a project begins. These classes provide skills needed for the next project, and are designed to allow students to focus most of their attention on their current project. Projects which combine science and English classes, for example, will have students who are also enrolled in history and math skill classes, where they will learn Renzulli's Type II skills. For those students, the *next* (perhaps a month away) project will combine history and math; they will be ready to use what they learned in the skill classes for complex Type III work incorporated in the project.

*Example of principle at work:*

While Marie is involved in Type II and Type III activities in the Estuary Project, her history and math classes are concentrating on content and skills that will be necessary in the upcoming cartography unit, which begins next month. In the history skill class, they study a variety of map projections and learn to use latitude, longitude, scale, contour lines, and

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<sup>1</sup> Renzulli, Joseph. "The Schoolwide Enrichment Model: A Comprehensive Plan for the Development of Creative Productivity," in *The Handbook of Gifted Education*. Ed. by Nicholas Colangelo. Allyn and Bacon, 1991, p. 113.

<sup>2</sup> Ibid, p. 129.





tools such as orienteering compasses. They also study maps of Plymouth at different times, which their teacher got through Memorial Press, the publisher of the local newspaper for 175 years and a partner of the school. They also take quizzes and write essays rather than presenting anything in public.

In her math skill class, she works on the geometry of angles, similar triangles, and circles. She also learns to use a variety of conversion factors for distance, and how to use a protractor accurately. Some work is out of a math textbook; students work on problem sets in small groups according to what standards they need to practice. She thinks of her "skill classes," math and history, as much more like her old school than the estuary project is. From her teachers' perspective, she is absolutely right. They plan to have the students build new globes to market to different countries and draw accurate contour maps of their faces on their way to mapping the estuaries. To make these mini-projects successful, they want students to have basic skills under their belts. Someone confused about how to measure an angle, they reason, will only be frustrated when trying to build a globe. And once someone does understand angle measurement, he needs time to work at his own pace, time available during project classes.

While much of the groundwork for projects is laid during these skill classes, there are also skills embedded in the projects themselves. Before Marie's class studies Plymouth's estuaries, for example, her science teacher prepares students for their work with a series of labs where students practice precise measurement and data recording skills. Only then does she take the students on small field trips to collect water samples and animal and plant observations. They work side-by-side with a professional naturalist, through a Rising Tide partnership with the Thornton W. Burgess Society. The Burgess Society has provided a tour through the various landforms of Cape Cod and reinforcement to classroom skill instruction, as well as expert assistance to students and teachers, through this partnership. [See appendix C for a full list of established partnerships.]

While half of the students working on the estuary project head out for their fieldwork, the other half spend two hours in a text and electronic research workshop - all classroom link directly to the Internet. With the English teacher, they are preparing articles for the weekly town reports, also published by Memorial Press, which also provides rich archives of research material to study the town's changing usage of the estuaries and its coastline over time. Later, the first group works with the English teacher while the others head out for fieldwork. Another day, they practice public speaking techniques in English class to get ready for their presentation to the town conservation board, where they will argue for increased protection of these ecosystems. They videotape each other and hold peer critique sessions, edit and revise introductions and conclusions to lab reports, and continue researching to enhance their arguments.

- **All students will become proficient at work requiring higher order thinking and problem solving.**

The work of Renzulli, along with Calvin Taylor and Sandra Kaplan, who originally designed programs only for the fastest learners, provides a blueprint for this school design. Engaging, real-life curriculum can help all students achieve at the very high levels. Renzulli himself, in an article in the *Handbook of Gifted and Talented Education*, challenges the notion that such work should be limited to a certain type of student, writing, "Is enrichment only good for the gifted? An affirmative answer would certainly relegate the regular school program to a meager diet of basic skills and routine learning experiences. There are few, if any, educators of bright students who would not insist that all youngsters have opportunities for...enrichment."<sup>3</sup> By enrichment, Renzulli refers to his Type III work, complex projects which will be the norm for all Rising Tide students.

All three scholars encourage teaching through investigation of real problems as an effective means to developing higher order thinking skills (i.e., analysis, synthesis, evaluation). Students deciding how to draw maps of the estuary area will use these skills. Marie will need to analyze data and measurements from the area, and combine these data with what she has learned about mapping in her skill classes. She will have a variety of decisions to make while completing her work such as: Is there a benefit to making the area appear larger? If the map is to be used to convince the town to protect the area, what natural and man-made features should she include? How will the class select maps to use out of the many they will create? Answering these questions will draw on Marie's understanding from all four of her classes and demand rigorous problem solving.

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<sup>3</sup> Ibid, p. 120.





Both Renzulli and Kaplan also emphasize the need for individualization of teaching for each student. An early section of the upcoming cartography unit allows for such modification. While some students in Marie's class will build globes in the shape of pyramids or trapezoidal prisms to satisfy a more complex geometry standard, Marie struggles with math and will start off using pre-cut squares to build a cube globe. Even though she will need extra help calculating where latitude lines fall, she can still use the globe to visualize where different cities will fall in relation to the equator and prime meridian. When they go to map the estuary area, students will work on different jobs according to their strengths - some man the compass, others sketch a map, pace off distance, or convert numbers using a calculator.

Finally, Renzulli states that students should enjoy learning. While Marie may not have had a prior interest in cartography or bio-diversity, hopefully she will like all the building, experimenting, talking, and moving she will do to complete her work. More importantly, she will learn again and again that it is fun to participate in something meaningful and challenging. She will enjoy the feeling of spending her time on a challenging task, she will be able to say something anathema to legions of seventh graders: "I like school."

- **All students need ties to their community to develop into successful members of that community.**

Part of the reasoning behind starting a charter school is that it can mirror the needs of its community. One of these needs is to have a citizenry who is educated about its home. Therefore students will become experts on Plymouth at the Rising Tide Charter School. All students will also participate in the Mentor Program, which will allow them to work with and learn from a member of the Plymouth community. This community member will be an excellent source of Renzulli's Type I material, providing links to local resources and issues, and perhaps sharing expertise as a guest speaker. Several locally based organizations have also established connections with the school, providing guest experts, curriculum materials, and inspirations for new projects. Together, mentors and partnership organizations will also serve as a line of accountability ensuring that the school's objectives remain community and real-world focused.

*Example of principle at work:*

Work with such a curriculum can open up myriad opportunities to students. Before the estuary project, Marie never even knew that a town conservation board existed. This is no yearly assembly where a town official gives a speech and shakes a few hands. Students here interact with, get help from, and passionately and constructively disagree with the town government. They also know about the town's history, natural resources, and geography; students researched these in preparation for their presentation and their mapping project. They constantly take advantage of long blocks of project time for trips into town - to the library, town hall, the local paper. Plymouth is the textbook, not just the setting, for the school.

But ties to a community are not simply forged through its institutions. Each mentor will serve as another educator for each student, providing on-going real-world interactions and opening up new resources to students and the school. Teacher advisors will locate such mentors for all students, thereby establishing more meaningful relationships between students, the school, and local adults. As Marie's frustration with math grows, she begins to shut down in class. Her advisor locates a Plymouth store owner willing to work as a Rising Tide mentor. Marie spends two afternoons a month with her mentor, helping in the office, asking questions about homework, and seeing math used in a variety of ways. Mr. Narwin, who runs the local sporting goods store, now regularly visits the school, provides feedback on Marie's work, and informally recruits new mentors.

Marie's biodiversity unit would not have been the same without the school's partnership with the Stellwagen Bank National Marine Sanctuary, which encompasses waters from Cape Ann to Provincetown. This group helped with many research materials and interviews with students. Through its links to Captain John's Boats, which provides water transportation and tours, they helped Rising Tide students take water samples and make observations in many different sections of Plymouth Bay.





**B. What will be the major sources for the school's curriculum?**

Eventually, Rising Tide's curriculum will be unique to the school. While teachers create projects relevant to Plymouth and to specific students, the school will use curricula from a variety of sources and present projects to whole classes. As the school matures, projects will get customized to specific students.

- **Teachers will design projects around Modern Red Schoolhouse standards and skill classes to support projects.**

The *Modern Red Schoolhouse* provides a comprehensive program of rigorous and specific standards in several subjects. These standards are cumulative, and so teachers will organize them into project and skill classes to make sure students have skills they need for projects. Once they have selected standards to teach, they will brainstorm project ideas that could integrate those standards. The road to the cartography unit, for example, is one which spans two months for the students who begin the year in the biodiversity unit. They spend the first month in history and math skill classes on work which drives progress at the specific standards [Please see appendix A], which will be cemented by project work.

The history and geography standards were chosen because they represent the middle of a history of the Americas (in fifth and sixth grades, students at Rising Tide will study the history of indigenous people in the land that is now the Americas), including world exploration and the use of its related tools. Math standards provide for an introduction to geometry tools and the one-variable algebra required to calculate distortion and use a scale. Once they have standards, they combine them in a project unit idea - in this case, cartography - to serve as the vehicle for the standards. They then create more traditional skill classes to be taught before the project begins. Finally, the teachers write a formal plan and present it to students and parents before work begins, to allow more help at home.

- **Plymouth will provide content to study, problems to solve, and experts to assist students.**

Because real-life work must be relevant by definition, much of the content for the curriculum will come from the town of Plymouth. There is a great deal of early American and colonial history in the town. The 1620 landing of the Mayflower can serve as a springboard for other studies of religious tolerance, migration, government, colonialism, and the integration and clashing of cultures. Partnerships [appendix C] with a variety of local organizations will add valuable content and mentoring opportunities. In addition, the town's location on the coast offers a wealth of content to study biology, economics, geology, and environmental sciences. Current situations, like an unstudied area of town such as the estuary, will dictate project topics to deliver different standards.

- **Planning for projects is time consuming. During the first year, the school will have to rely on some curricula developed by other schools and organizations. Properly fertilized with rich material, the staff's own ideas can grow to make the Rising Tide Charter School unique to its community and its learners.**

The Rising Tide Charter school is fortunate to exist as part of a network of Beacon Education Management schools. Beacon supports four other schools that are up and running, including the Chelmsford Public Charter School, a project based, interdisciplinary middle school serving grades 5-8 in northern Massachusetts. Teachers at this school can share a library of projects via electronic or personal meetings.

Rising Tide will, like Chelmsford, use the UCSMP's *Everyday Mathematics* in grades five and six and McDougal Littell's *Algebra: Applications and Investigations* and Glencoe's *Pre-Algebra: An Integrated Transition to Algebra and Geometry* for grades seven and eight. Texts in seventh and eighth grade math will be used only for skill classes, providing practice in areas that will support the next project. Project material is developed entirely by teachers, but they often use existing curricula as guides. For example, much of Chelmsford's biodiversity project is adapted from the Smithsonian Institution curriculum. It will be further adapted to use in Plymouth. Humanities topics can be taken from the Massachusetts frameworks. Eventually, the school would be complete with a full set of projects, unique to the town, school, even individual students. Three different sets of work for the Estuary Project could address standards at the *Modern Red Schoolhouse's* primary, intermediate, and upper divisions. It will be possible to have many projects going on in the same room at once, as different students reach different levels.





The Rising Tide Charter School will simultaneously build from the ground up and borrow from quality sources. This give and take will place the school in a long-term network and, more practically, ease the workload associated with a new school, allowing stability and success more quickly.

*C. What educational theory, school design, or teaching methodology will be the foundation of the educational program?*

The *Modern Red Schoolhouse* standards will be the base on which the entire educational program is built. These comprehensive standards allow students to be successful at different speeds. They are cumulative, and so students will learn skills well before they begin to expand upon them in project classes.

- **Walking into a room at the Rising Tide Charter School, visitors will seldom see all students doing the same activity.**

As students work at individual paces towards specific standards, there will necessarily be a variety of activities going on in each classroom. Large projects demand several people working on varied tasks, all of which may come together in a unified public presentation or performance. All students are moved towards project standards, but they focus their work according to their IEC. Classrooms become places for serious, independent work as different students need to get different jobs done.

Marie rushes into science class, days before the conservation board meeting. She stumbles and drops her binder - a seventh grade nightmare - and papers fly everywhere. Sal helps her pick them up. "What is all this stuff?" he asks, looking over her charts and graphs. Marie looks at him, confused. She explains that it is for the same project on which he is working. But Sal has spent the last few weeks getting his opening statement to the board just right, researching, editing, and revising. While he admits he remembers learning about these diagrams, his mind is full of the oral presentation lessons from English class. He helps Marie tuck her papers into her binder and gets back to his computer.

Neither of the students is behind or ahead of the class. Imagine if every member of a sailboat crew tried to steer together, just because steering a boat is an important skill to learn. The sails would flap, the course would go unplotted, no one would be on watch. Students will all have similar opportunities, and all will be expected to achieve at high levels. But on a daily basis, many could be working on different parts of a whole. Indeed, many whole projects could go on at once. If so much learning is to take place outside the classroom, then there is no longer any reason to learn something simply because the student sitting to your left is also learning it. Individualized work will look very different from an entire class doing the exact same activity.

- **A student's day will support both skill and project-based work, as well as other optional activities.**

Project classes are scheduled back-to-back, so the teachers involved can schedule two-hour work blocks when necessary. In the same day, a student will have three skill classes - if she is working on biodiversity like Marie, her skill classes are history, math, and Latin. All classes last one hour to allow for easy rescheduling when necessary.

Marie works on her graphs for an hour. Officially, she is scheduled for English class right now. Many days, she would pack up and switch rooms for a different lesson, albeit one which also moved her closer to completing her presentation, but Marie needs more time and stays put. She can continue her work undisturbed for another hour, when she takes a short break. At 10:30 she goes to her math skill class. They work with protractors in preparation for the cartography project. She has a quiz on Friday and signs up for the after-school help session.

From 11:30 to 12:15 she has lunch. She eats quickly and runs off to a meeting with her Odyssey of the Mind team, coached by a friend's father. This creative problem solving team is preparing for a state competition in which they need to build a structure which holds hundreds of pounds of weight and write a creative skit about its creation and destruction; it is one of five such teams in the school.





At 12:15, Marie slides into her seat in history. They work in small groups to figure out why Greenland looks as large as South America on some maps and as small as Australia on others. She takes notes from the discussion to put into her essay, due next week. Her last class is Latin, which she finds hard. She and a partner translate a myth from the Latin and compare it to an English-language interpretation.

Finally, she ends the day in her advisory group. Students doing various projects get together to write down homework and make sure everyone has the materials he needs. The class then spends the last 25 minutes discussing what community service project they would like to work on, before cleaning the room and heading home.

The school is set up to provide each student with what he or she needs, both socially and academically. Students learn techniques to coexist in a community of learners and work on projects that demand those skills. Scheduling allows students and teachers to do what they need to do, including change the schedule.

*D. How will student performance be assessed?*

All students progress towards completion of the Intermediate Division of the *Modern Red Schoolhouse (MRSH)*. The IEC helps students move at an appropriate pace. Between large *MRSH* assessments, students will get feedback primarily from rubrics.

- The *Modern Red Schoolhouse* has a clear set of assessment guidelines.

All students at Rising Tide will complete the *MRSH's* Intermediate Division standards. Ultimately, they will pass large *watershed* exams in specific disciplines to receive an Intermediate Division diploma. To get to this exam, students must complete *capstone units*, large projects which incorporate several standards across disciplines. Within these are *foundation units*, which measure smaller pieces of knowledge, such as how to divide a fraction.. Students who pass watershed exams before June of their eighth grade year will be provided Upper Division work; students who do not pass will be given help to retake the exam in the summer and will have the option to attend Rising Tide for another year or part of a year. The school will identify students in danger of falling behind early enough to provide extra tutoring well before eighth grade.

- The school will also create rubrics specific to its projects, which measure success at various standards.

Rubrics list a clear set of guidelines for particular pieces of work. They allow for recognition of high achievement by describing what work will look like at varying levels of success. Rubrics break down large assignments into smaller parts, so students can see if they, for example, demonstrated high-level research skills but significantly less successful writing and organization. [Please see appendix B for a rubric to accompany part of the project in appendix A.]

Students will receive rubrics with the project assignment so they may constantly edit their work to strive for higher achievement. After projects are assessed, students will use rubrics to revise work that fell below minimum standards. Students will not be done with projects when the work is handed in - they will be done when their work is complete.

In classes where discrete skills or content knowledge is necessary for certain *foundation units*, students will learn to study for and take tests and quizzes. These will be benchmarks along the way to other pieces of work which require the knowledge being tested, rather than serving as an end to learning.

Finally, students at the Rising Tide Charter School will participate in the CTBS or CAT tests, MCAS Assessment Tests, MAT 7, SAT, and PLUS tests to match the tests administered by the Plymouth school district. These will be used as other pieces of data, along with rubrics, to monitor student progress and set IEC goals. They will also provide data to assess the long-term impact of the Rising Tide curriculum on student test scores. No student will be given certain work or assigned a specific project solely on the basis of scores.





Assessment will be intricately combined with the work students do and measure progress towards mastery of standards. It will also be a teaching tool, providing constructive feedback to support continuous improvement. Finally, it will provide data to measure the success of the school and its programming.

*E. How will students with special needs and those who cannot speak English proficiently be served in accordance with state and federal law?*

Rising Tide Charter School is a student-centered, fully inclusive school. It is committed to educating all students together so they may learn how each is gifted and talented, and so working at a slow pace does not carry a stigma.

- All students will be included in regular classrooms and provided support to be successful there.

A full-time special education teacher will serve as student support director for the school. This teacher will be responsible for serving as Special Education administrator, but much of the planning for special-needs students will be done by advisor teachers through the IEC to keep planning and implementation of education plans in the hands of a student's most frequent instructors. Teachers will use a wide array of teaching methods to serve students of all learning styles. In addition, the standard-driven system employed by the school will allow students to have enough time to be successful; students will finish a project when they are done, not when an arbitrary "due date" passes. Teachers will also work with students to specifically provide skills in meeting deadlines where appropriate.

- Students who are fluent in languages other than English will also learn in classes with all students and with additional support as necessary.

Students with Limited English Proficiency will, like all students at the Rising Tide Charter School, work at an appropriate pace towards appropriate goals. One of their first goals, obviously, would be to learn enough English to be able to work on other academic standards. The school will hire translators when needed so students do not fall far behind in other subjects; the school recognizes that even with a translator, the student will miss a lot of the material. Constant contact between the advisor teacher and family will accompany the instruction of LEP students. If enrollment reports begin to indicate a significant number of LEP students, the school will recruit bilingual faculty to better serve those students.

All students at the Rising Tide Charter School will achieve at high levels. Some will need specific support, time, or modifications. It is every student's right to receive these in a regular classroom.

*F. How will the school's schedule and calendar (use of time, length of school day and year) be structured?*

The schedule and calendar will support the educational program and viability of the school. The school year will be similar to Plymouth's, but it will include extra inservice days. Staff will work on twelve-month contracts.

- The school year will be scheduled to support growth and professionalism.

The school year will run for 180 days, matching Plymouth as closely as possible. The year will begin earlier and end later than rest of the public schools in Plymouth, to allow for several two and three day in-service sessions. Teachers will use these frequent breaks for constant critical reflection and curriculum creation. They will meet with IEC teams that need more contact and set up community partnerships. In short, they will use the time for implementation of the labor-intensive practices which a quality school in this model requires. Frequent time for non-instructional work will enable the school to achieve its goals much more quickly and help make the start-up of the school viable.

- School days will be scheduled to support, not dictate, the pedagogy of the Rising Tide Charter School.

School days will run from 8:00 am to 3:00 p.m. The two project classes will run back-to-back to allow teachers to schedule two-hour work blocks, frequent local field study, or lab experiments. Students will have 45 minutes for lunch, and three hours of skill classes or Latin. Finally all students will end the day in a 45 minute advisory group period. The advisory group time will give the students a "home" at school, where they can begin to seek academic help, debate school





community issues, and get to know a small group well. It will be a cornerstone of a school which bases learning on self-direction, commitment to challenge, and responsibility to a community.

The schedule, like all facets of the Rising Tide Charter School, derives from the four fundamental principles noted in section A. Together, they allow Marie and Sal and hundreds of other students a chance to be engaged and successful at school.

#### 4. Accountability

##### *A. How will the school define, measure, and demonstrate success?*

The Rising Tide Charter School will be successful only when it achieves its four fundamental principles.

**All students can reach high academic standards, but all learn differently and at varied paces. The academic standards which drive the school's curriculum must be applied individually to each student.**

*Measurement technique:* All students will have an IEC and will meet with an advisor, parent and/or mentor to discuss and update this compact at least once per month. The advisor, with the student, will keep track of specific standards met and *Capstone Units* completed. Each IEC team will, as part of each meeting, evaluate the student's progress towards completion of the Modern Red Schoolhouse's Intermediate Division, both in terms of general work quality and in terms of number of *Capstone Units* completed. Teachers will develop rubrics to measure success at specific standards and *Capstone Units*, and students will revise or revisit unsuccessful work. Students will be required to complete extra work if it is necessary to keep them on pace to complete the division by the summer after their eighth grade year. The school will create a standard electronic document to track levels of success at various standards; different teachers can update this list, which will always be available to the advisor.

*Demonstration:* All students will successfully complete the *Watershed Assessment* marking the advancement from the Intermediate to the Upper Division before they leave the Rising Tide Charter School for ninth grade.

**All students must accumulate knowledge and be able to use it. They will master fundamental skills and apply them to real-life work.**

*Measurement technique:* Teachers will use a variety of assessments to measure progress on mastery of discrete skills or content knowledge- tests, timed and untimed writing, lab demonstrations, discussions, small projects, etc. Some of this work will be edited and revised, some will be scored holistically. The entire school will complete a timed response essay once a month. These pieces will be scored holistically and tracked over four years to help create specific writing goals for the IEC.

Teachers will create rubrics for the large projects that make up the project classes. These rubrics will assess student success on the standards around which the project was designed. They will demarcate between successful and unsuccessful work, and describe specific characteristics of highly successful work. These assessment tools will provide a picture of which standards each student has met, where a student has excelled, and where improvement is needed. By including specific characteristics of successful work, rubrics will help teach students how to improve skills, as well as providing a picture in time of where each student is. Mentors and community members will also have opportunities to assess student work.

*Demonstration:* All students will be successful at all parts of all projects. Adherence to our first principle will ensure that no student has unattainable standards as immediate goals. Unsuccessful work will be revised, or the standard within the work will be revisited.

Also, every student will present a piece of work at a community open house. The selected work must demonstrate success at a standard selected as part of the IEC process. Students will be able to discuss the work in the context of a unit





or project. The school will invite parents, mentors, other members of the Plymouth community, faculty from other Plymouth schools and other charter schools, and state charter board members to attend and formally assess work with a standard rubric. There will be one such open house the first year and three the second year and beyond.

**All students will become proficient at work requiring higher order thinking and problem solving.**

*Measurement technique:* Students will practice higher order thinking skills and problem solving in each project. This work will be measured with rubrics, and success will be monitored by classroom teachers and each student's advisor teacher. Joseph Renzulli and Sally Reis have developed the Student Product Assessment Form (SPAF), which measures levels of success on a five point scale in areas such as focus of work, use of resources, consideration of audience, and overall quality. [Please see Appendix E for the complete SPAF.] This comprehensive and detailed assessment will be distributed to students early in their work so they can learn to use it for constant self-evaluation. Dr. Renzulli or other qualified experts will be hired to provide in-service training and evaluate Rising Tide assessment tools and student work.

*Demonstration:* All students will score at least a 3 on each area of work assessed using a SPAF. This score designates that the student has shown evidence of meeting the specific standard, but not, "to a great extent," as the assessment reads. It will demonstrate an understanding of the requirements for success and progress towards mastery. Teachers will meet regularly and discuss work samples to determine a school-wide definition of different numerical scores.

**All students need ties to their community to develop into successful members of that community.**

*Measurement technique:* Each student will have a community mentor who will provide workplace opportunities and assist in IEC meetings. Each mentor and student will complete surveys twice per year to assess the placement on a four-point scale. Teachers will develop the surveys, which will ask about levels of commitment, changes in behavior or academic success, interest in each other's work, and overall success in linking Rising Tide to the community. Survey data will be used to improve structures surrounding the program and change placements if necessary.

While several students may meet with one mentor, and not every student will work with a mentor, the school would like to link with as many volunteers as possible. Two board members, the Head of School, and one faculty member will recruit more mentors and coordinate them with students. The school will have 10 mentors by September 1998, 20 by June 1999, 30 by September 1999, and 50 by September 2000.

In addition, the school will increase its curriculum library of projects relating to Plymouth. The estuary project in the first year will provide a model, allowing for two such large projects in the second year, of which one may be a "job shadowing" or other mentor-related project which provides independent content for each student (or pair of students, since there will only be 125 mentors by this point). By the third year, three of the year's four large projects will be closely tied to Plymouth. In addition, students will be provided the opportunity and support to complete independent research projects on Plymouth, based on standards selected in the IEC meeting.

*Demonstration:* By the third year, each student will have a mentor. On a four-point scale, mentors and students will rate the program at 2.5 or higher; scores will improve each year until they reach 3.5, at which point they may stay the same. An outside evaluator will be hired to collect data to measure the mentor program's impact on student academic performance.

Also by the third year, the school's curriculum will focus almost entirely on the Plymouth area and the school's partners. Some students will study Plymouth independently.

***B. Please list up to 5 clear and measurable student or school performance objectives and include how the school's progress will be measured relative to each of these objectives.***

1. Each student will progress at least one grade level per year on the Stanford 9 test and the MCAS (Massachusetts Comprehensive Assessment System), and each student will complete a grade equivalent in Capstone Units each year en route to completing the Intermediate Division.





The school will use a combination of standardized tests and performance-based assessments to determine the progress of implementing Rising Tide's structures and curriculum. Because of the year-round schedule, faculty will have time to reflect on data collected through both of these media. They will use this data and conclusions they draw to plan the next nine -week period. *An outside evaluator will analyze the same data and meet with faculty to draw conclusions one time each year.*

The school will only be successful if all students complete the *capstone units* for the Intermediate Division, but the school will only get a true measure of success in this area after its fourth year. In the 2001-2002 school year, students who entered Rising Tide in fifth grade will complete their eighth grade year and should have finished the entire Intermediate Division. For the 1998-1999 school year, 85 percent of students will be successful at the standards selected to represent one year of work in the Intermediate Division. During the second and third years, standards will be added to the list of requirements for each student, and 100 percent of eighth graders will complete this modified Intermediate Division work by September 2000. *Eighth graders during the 2001-2002 school year will all complete the entire Intermediate Division.*

**2. Parents and students will provide on-going evaluation of the school, and their evaluations will grow more positive as the school continues to exist.**

Parents and students will have regular opportunities for formal and informal feedback, through IEC and other meetings, e-mail, voice mail, open houses, parent meetings, advisory group meetings, and the Head of School's open-door policy. Parents and other community members will have an open invitation to visit classes at any time.

The faculty and board will create surveys, to be administered twice per year to parents and students, which will measure satisfaction with the school on a four-point scale. *The school must receive an average score of a at least 2.5 on the first survey. Scores must improve with each survey until they reach 3.5, at which point they may stay the same or improve.* The Head of School will report and explain all scores in a document which will be available for anyone to review. The Head of School will also solicit parent input for future survey questions.

**3. All students will complete the Intermediate Division of the *Modern Red Schoolhouse* by the beginning of their ninth grade year.**

The *Modern Red Schoolhouse's* divisions encompass roughly four grades - the Intermediate Division corresponds to grades five through eight. Completion of the division is contingent upon passing *Watershed Assessments*, large exams with multiple choice and essay questions. In order for students to be allowed to take these exams, they must complete certain *capstone units*, which are projects based on specific skills and content knowledge. Teachers will create a master schedule of *capstone units* before school begins in September 1998 to determine what each student needs to complete in order to finish the division on time. In order to individualize each student's education, IEC teams will modify the master schedule for each student.

In addition, the first three years will demand that teachers create modified requirements for completion of the division. Eighty-five percent of students will meet these modified standards during the first year, as measured through project rubrics. During the second and third years, teachers will continue to add to the list of *capstone units* required to complete the division. One hundred percent of students will complete all requirements, including passing the *watershed assessment* exam. *From the fourth year on, all students will complete all requirements for a Modern Red Schoolhouse Intermediate Division diploma.* Students who begin to get off schedule will be identified early - in most cases, before the end of fifth grade - and given extra support. Unsuccessful work will be revised or the standards within it revisited.

**4. The school will create a curriculum which is based on standards and derived from the community of Plymouth.**

The school will run four nine-week projects per year. During the first year, the Estuary Project will provide a model for the kinds of planning, pedagogy, and assessment such curricula require. Other projects that year may or may not be drawn from the textbook that is the town of Plymouth. During the second year, the school will use two such projects.





Three of four projects will be community-based during the third year; one nine-week block will be reserved for projects which target standards not easily taught through the content available in Plymouth. Teachers will continue creating projects during the following years, but will focus more time on developing modified versions of existing projects so more students can participate successfully. *By the end of the fifth year, the school will have a library of ten complete projects and versions with standard modifications (i.e., less complex reading or math, longer time to complete, some sections removed, separation of work into smaller sections).* Obviously, teachers will still make individual modifications for each student.

**C. How will the school ensure that it meets its goals?**

The school will hire an outside group to:

- meet with faculty, parents, and the board,
- write a school accountability plan,
- assess Rising Tide's assessment tools to determine if they accurately measure progress towards standards and other goals which are part of the accountability plan, and assist in making necessary changes,
- use Socrates™ or other similar record keeping software to collect data and maintain a database from Rising Tide student assessments,
- produce a variety of reports showing school progress towards student mastery of standards and other identified goals, as outlined in the accountability plan, and
- assess Beacon's performance.

In addition, the school will know it is meeting its goals if parents and students continue to choose Rising Tide as an educational option. Parents and students will have on-going opportunities to provide formal and informal feedback to the faculty and board. [See Appendix F for sample RFP for Accountability Plan Implementation by a third party.]

## **5. School Environment**

**A. Please describe the ethos you expect to create in your school.**

Rising Tide Charter School seeks to provide a challenging and nurturing learning environment by building a collegial, diverse community rooted in the history of Plymouth.

STUDENTS must choose to attend Rising Tide Charter School. They will do so to learn in a demanding and supportive environment from their teachers and fellow students in class, alongside them in the community, and with them while the school builds its own community each day. Each student will build on her own unique interests and needs to construct an individualized education. Public presentation of much student work will foster a peer culture that values success, hard work, intellectual curiosity, and civic participation.

TEACHERS in our school will teach at Rising Tide Charter School because they embrace a common educational mission, and because they welcome the professional challenge of creating a new school. They will serve as mentors to one another, providing constant support and feedback to ensure continual staff development. Our teachers will function as a highly interdependent team with the shared vision always to do what is best for kids while maintaining a long-term view as they build a community institution. They will foster an atmosphere of collaboration and teamwork as a model for students, and will strive to build lasting relationships with their students, honoring their individuality by providing constant constructive support and feedback.

ADMINISTRATORS will be dynamic educational leaders who will facilitate the creation and maintenance of a powerful and effective learning environment for all students. They will serve as a resource and mentor for all members of the school community, training the school's teachers to handle administrative responsibilities to allow each teacher more control and professionalism. The administrators will also be visible and accessible links to the local parent and business communities and with the educational establishment. They will encourage and strengthen ties between all members of the community.

PARENTS of Rising Tide Charter School students will be an integral part of the school community. By actively participating in their child's learning process they will effectively broaden our educational community beyond the school





walls. Our parents will regularly interact with other parents, teachers and administrators, forging relationships to provide clear ongoing dialogue regarding the learning process. We will strive to ensure strong levels of commitment from parents and provide them with support and resources.

Through the synergy of these three groups, Rising Tide Charter School students and teachers will actively serve the school's surrounding community, creating the vital link between the Plymouth of yesterday, today and tomorrow. The school environment will transcend the school walls, extending into the broader Plymouth community to create bonds that generate a sense of civic responsibility. Students will establish genuine roles as valuable members of the community at the school and in Plymouth.

*B. Please summarize the school's discipline policy or code of conduct.*

All rules adopted by the faculty and students of Rising Tide Charter School will be in compliance with the General Laws of the Commonwealth of Massachusetts, specifically Chapter 71, section 37H, that covers teacher and student conduct. Rules governing specific student behaviors will be written by faculty with the intention of creating citizens who can govern their own conduct rather than relying on external monitors. A student who acts inappropriately will be guided through a process of self-examination to reach an understanding of why her actions were inappropriate, how the effects can be rectified and how they should alter future behavior.

Students who have repeated behavior problems will go before a Student Board which will listen to those students, other students affected, and teachers to decide an appropriate act of restitution. Every student will eventually serve on this board, which may include the Head of School for severe cases. The Student Board alone will not have the power to suspend, and Rising Tide will seldom, if ever, suspend students from coming to school. Any action to suspend or expel a student taken by the Head of School, will comply with all due process requirements set forth in General Laws Section 37H, including a prior statement of violations which lead to suspension or expulsion, written notice and opportunity for hearing (including the right to be represented by counsel). All suspensions must be reported to the Board of Trustees.

## **6. Enrollment Policy**

*A. How many students will be enrolled each year over the five years of the charter?*

The school will open with 162 students. It will admit 54 more to total 216 in its second year, and it will maintain this enrollment in years 3 through 5.

*B. How will student applicants be recruited?*

Rising Tide Charter School will actively seek to provide access to a diverse pool of applicants in all of its outreach and publicity programs. We believe that our mission will accommodate all students. Upon approval of the charter, we would begin a publicity campaign to attract applicants. [Please see appendix D for a detailed list of activities.] In order to recruit students without parents to advocate on their behalf, the Rising Tide Charter School will take proactive measures to identify, attract and admit interested students by contacting Plymouth teachers and community organizations.

*C. Describe your enrollment process, including a plan for a lottery.*

The Rising Tide Charter School will admit and maintain a diverse, inclusive student population. Grades and test results will not be used to determine admission. Acceptance priority will be given to Rising Tide Charter School siblings of children currently enrolled or chosen from the lottery. Each student must complete the following enrollment process to demonstrate sufficient interest.

### **Enrollment Process**

- 1) **Information Session.** All prospective students must attend an informational meeting about the school.
- 2) **Questionnaire.** Both student and parent/guardian must complete a questionnaire. The questions will be designed to show prospective students that the school values curiosity and expects thoughtfulness.
- 3) **Activities Session.** Prospective students will experience examples of typical academic assignments by participating in an activities session (multiple sessions will be planned). In addition to reading, writing and problem solving





exercises, they will perform hands-on tasks in teams and engage in group discussions. These activities are designed to give prospective students a feel for the Rising Tide Charter School culture.

- 4) **Interview with Head of School.** Prospective students will have an opportunity to ask questions of us and to reflect on what they have experienced in the admissions process.
- 5) **Declaration of Desire.** Each applicant must decide whether they think the school is right for them and complete a declaration of desire to attend.
- 6) **Lottery.** All students who have completed stages 1-5, regardless of their performance on any or all activities, and who indicate their continued interest in Rising Tide Charter School will enter our admissions lottery. A list of students eligible for admission will be compiled. Eligible students will be assigned random numbers by a computer. Students with the lowest numbers will be assigned first. The only exception is for siblings of students already attending the school, who will be given preference. All students whose names are not selected will remain on our waiting list. The lottery will take place in March.

Students who need assistance in this process will receive it from an outreach committee. This admissions process is not intended to be selective but rather to offer families and students opportunities to gather sufficient information to make an informed decision about enrollment in the charter school.

## 7. Leadership & Governance

### *A. How will this school be governed?*

In accordance with Massachusetts Charter School Law, the *Board of Trustees* will be ultimately accountable for the school's educational mission, performance and adherence to its Charter. The Board of Trustees will contract with *Beacon Education Management LLC* (Beacon) to manage and operate the school on the Board's behalf. Beacon will be directly accountable to the Board for maintenance of the school's learning environment and its fiscal integrity. To that end, the Board will evaluate, advise, and if necessary, discontinue the services of Beacon. With the Board's approval, Beacon will select and hire a Head of School who will manage the day-to-day operation of this facility and program. The Head of School will be the direct supervisor of all of the personnel in the school. He or she will hire (with input from the Board and the Management Team), evaluate and advise the staff in accordance with the vision of the Charter. All staff members will be employees of Beacon.

### *B. Who will be the school's leader, or how will the Board select a leader?*

At this time the Head of School has not yet been selected. Upon approval of the Charter and formation of the Board of Trustees, the Board will undertake a selection process. This process will entail an extensive search, aided by Beacon, to identify potential candidates. A successful candidate will possess extensive experience in educational administration and teaching, strong leadership and interpersonal skills, and the energy and drive necessary to coordinate a successful opening of The Rising Tide Charter School.

### *C. Summarize the job descriptions of the Board, school director (Head of School), and other key personnel.*

**BOARD OF TRUSTEES** The Board will be primarily charged with overseeing the implementation of the school's educational mission and philosophy as well as adherence to its Charter. The Board, in consultation with the Head of School and the teachers, will be responsible for developing an annual budget. The Board will develop and implement personnel policies, a management operations plan, a technology plan, and a facilities plan. The Board of Trustees will also:

- Exercise the powers of the members of the corporation, except as otherwise provided by law or by the by-laws of this organization.
- Control and supervise the affairs of the organization.
- Ensure adherence to the school's Charter.
- Contract with an outside vendor to manage the school.
- Maintain and seek to improve the financial condition of the organization through grant writing.
- Maintain in good condition and approve all use of the property owned and used by the school.
- Provide consultation to the Head of School.
- Support community interaction.





- Review curriculum development and expansion.
- Liaison with outside evaluators.

The Board will be organized into committees to offer support in the areas stated above.

**MANAGEMENT TEAM** (Beacon Education Management LLC) Beacon will be primarily responsible for overseeing day-to day operation of the school. Its responsibilities will include:

- Hiring, supervising, evaluating the Head of School and faculty members.
- Maintenance of the school facility.
- Administration of staff payroll and benefits.
- Administration of the school procurement process.
- Implementation of student assessment procedures.
- Linking the school to other Beacon schools.

**STAFF** The Head of School will be primarily responsible for implementation of the school's mission on a daily basis. With the help of the management team, the Head of School will be responsible for all record keeping and reporting, meeting established charter school goals and objectives, and ensuring all state and local safety and health guidelines are met. The Head of School will also be responsible for implementing discipline standards. The faculty's primary responsibility will be to create and implement curriculum in accordance with the school's educational mission and Charter. Both the Head of School and faculty will meet Beacon's professional standards [please see appendix G], as demonstrated through evaluations twice per year.

## 8. Capacity

### *A. What collective experience does your applicant group bring to this venture?*

The Board of Trustees of the Rising Tide Charter School will be comprised of representatives of the parent, teaching, legal, financial, and business communities.

### *B. Please summarize each founder's and/or board member's, experience, qualifications and applicable skills.*

- Diane Bishop, Senior Business Analyst at Investors Bank and Trust, is a Plymouth Town Meeting Member and parent of a pre-schooler and first grader.
- David Peck, Director of Facilities Planning at Children's Hospital in Boston, is an architect and the parent of a fourth grader who previously attended the Neighborhood House Charter School in Dorchester. David's two older children attended the Boston Latin School.
- Benjamin Brewster, Plant Manager of the James Cannell Coffee Company and Colonial Interpreter at Plimoth Plantation, is the parent of a third grader and a seventh grader.
- Julie Macuch, Registered Nurse, is the step-parent of a first grader and parent of two infants.
- Joe Macuch, Co-owner/Manager of a local floor covering business, is the parent of a first grader and two infants.
- Marianne Kirby, Massachusetts Certified K-8 Teacher, tutor, apprentice Colonial Interpreter at Plimoth Plantation, is the parent of a second grader, ninth grader, and college student.
- Susan Tobin, Registered Nurse, is the parent of a South Shore Charter School student.
- Robert Eisenstein, L.I.C.S.W., is a clinical social worker at Lemuel Shattuck Hospital who, along with his wife, Maureen Eisenstein, M.S.N., has two children in the Plymouth school system.
- Sam Lazarus, Esq., will provide legal expertise to the Board. He is the father of two school age children.

### *C. Please provide a list of potential partnerships and accompanying letters of support.*

The Rising Tide Charter School has been encouraged by widespread support from civic, educational, and business organizations. Please see appendix C for a list of established partnerships, letters of support, and petitions.

The Rising Tide Charter School is pleased to have Joseph Newkirk serve as curriculum advisor to the school. Mr. Newkirk, a former mechanical engineer, is a teacher at the New York School for the Physical City, an innovative Manhattan public school using project-based learning. In 1995, Mr. Newkirk won the prestigious Chancellor's Bright Lights Award for Distinguished Teaching in Mathematics and Science, one of five handed out citywide.





## 9. Facilities and Student Transportation

*A. Describe the viable options for a facility for this school.*

*B. Why were these sites chosen?*

*C. What renovations might be required? How might the renovations be financed?*

The Rising Tide Charter School has three facility options that meet its budgetary requirements and programmatic needs.

1. The Cordage, an historical Plymouth mill which is now a commercial complex, has sufficient space to house the school. The Cordage is centrally located for transportation needs and offers good access to support services for the school. Only slight modifications would be needed to prepare space for programming. The school would seek partnerships with the other tenants in The Cordage in order to strengthen the Mentor Program and provide cost effective services for food, athletics, and extracurricular activities. The school is in negotiations with the Cordage owners.
2. 22 Richards Road in the Plymouth Industrial Park offers a second facility that is sufficient in space and can be easily reconfigured to meet our programming needs. The school is in negotiations with the site's owners.
3. The Stop'n Shop complex centrally located on Rte 44 also has sufficient space for the school at well within the school's facility budget. The facility has sufficient space for the school's first year and will have additional space by next summer when the Stop'n Shop relocates.

All of the sites were chosen because they can be configured into classroom space within our budget and all offer sufficient room to house the school at full capacity. In each of the above cases, the school has been in ongoing talks with owners. Our negotiations have reached discussion of lease terms in every case.

Diagrams of these facilities are available in Appendix H.

*D. Describe the transportation services that the school will provide to eligible students.*

The Rising Tide Charter School will depend upon the Plymouth School District to provide transportation services in accordance with Massachusetts Charter School Law. Our school calendar, while slightly modified from the Plymouth School District's calendar, will allow transportation services to be provided at the same cost as the regular school system. Because our program requires a good deal of fieldwork and exploration of Plymouth, we are adding an additional transportation budget of \$12,000 to provide for these field experiences.

## 10. A day in the life of a student.

8:00 Marie puts away books and gets homework in order during her Morning Advisory Group.

8:15 Marie goes to her history skill class. She works on an activity to locate lost sailors via latitude and longitude.

9:15 Marie heads off to her science project class. They go over microscope technique again for a few minutes, and then spend roughly 40 minutes examining water samples from the estuary. In the remaining time, she works with a partner to write up observations and questions about what they have seen. Their questions will develop into independent labs; they will be guided through the process of constructing an experiment over the next few days.

10:15 Break. Marie sits in her science room and talks with friends about the experiments on which they are working.

10:30 In her English project class, Marie is working on an oral presentation. The students talk each other through a set of lab procedures to practice putting steps in a logical order. Marie and her partner struggle to get the steps right, but they are successful after stopping to watch another group.

11:30 Lunch.

12:15 After lunch, Marie goes to her math skill class. She is working on algebraic equations with one variable; she spends some time practicing isolating variables with problems from a textbook. She also works with the teacher in a small group to review answers and ask questions. She will use these skills to understand the concept of slope and apply it to contour mapping in her next project.





1:15 In Latin, Marie does a short review of generative case endings. She then takes out her dictionary and gets back to the section of "The Golden Fleece," which she has been translating. She and a partner will compare their translations to an English-language version.

2:15 Marie's advisory group reconvenes. One student writes the day's homework on the board; different groups from within each project write up other reminders - "Meeting tonight at Sam's house;" "Don't forget to bring in jars to get more water samples." Someone has brought in a flyer about a community service opportunity and the class discusses whether or not to get involved. Sal facilitates the discussion with coaching from the teacher. At 2:55, Sal wraps up the meeting and reminds everyone to straighten their assigned areas before leaving to get on the buses.

### **III. Budget, Financial Management, and Human Resources**

#### **1. Budget**

*Using the attached budget template, please describe the school's estimated costs and revenues.*  
See following pages.

#### **2. Budget Narrative**

*A. Briefly justify expense projections and show the calculations of each line item.*

##### **Revenues:**

**Tuition-** based on \$5736 per pupil with 2% increase per year. Plymouth FY 97 indicates 1% enrollment increase with 6.63% spending increase.

**State/Federal Non-Competitive Grants-** \$30,000 in start up grants for three years. Entitlements at \$300 per student with 2% increase per year

**Donations and Competitive Grants-** Assumes fund raising by Board of Trustees

**Lunch Fees-** \$1.50 per meal

**Other:** Loan-Start up loans provided from Beacon Education Management

##### **Expenditures:**

##### **Professional Salaries and Administrative Staff**

**All payroll-** Funds are provided to hire Head of School and staff early in order to prepare for school opening.

**Additional Compensation:** Allows for cost of living increases and bonuses at approximately 2% rate per year.

**Benefits and Payroll Taxes:** 27% of payroll

##### **Facility**

**Rent-** \$11 per square foot inclusive of utilities and operating expenses based on existing space options

**Building and Equipment Maintenance-** \$20,000 in cleaning contract per year. \$7000 for equipment maintenance.

##### **Materials and Equipment**

**Textbooks-** \$200 per student in first year. \$100 in following years

**Instructional Equipment-** Cost of overheads, calculators, and other classroom equipment such as clocks, pencil sharpeners, etc.

**Office/Classroom Technology-** Five year lease to provide three computers and necessary peripherals per classroom, sever and administrative server and workstations.

**Supplies-** Miscellaneous project and paper supplies

**Furniture-** \$250 per student paid in three year lease

**Other equipment-** Lease on high speed copier

##### **Other Costs**

**Accountability Plan-** Cost of accountability plan implemented by third party.

**Management Fee-** 7% of public revenues

**Special Education-** Consulting costs to create three year plan, monitor IEPs and general administration

**Transportation-** Cost of fieldtrips and special transportation not covered by transportation services provided by district.

**Debt Service-** Payment on Start up loans at 7% interest over five years.





**Student Activities**-Cost of enrichment and athletic activities.

**Food Service**-Assume approximately 2/3 of students participating in lunch although state average is 55%. Assume cost per meal at \$2.

**Start Up Costs Only**-(Self explanatory)

*B. Please explain who will manage the school's finances and what controls will be put in place.*

**Budgeting:** Annual Budget approval is the responsibility of the Board of Trustees. On or before June 15<sup>th</sup> of each year the Board will approve a budget prepared by Beacon Education Management as part of its management services to the school.

**Procurement:** All procurement of goods and services shall be carried out of Beacon Education Management in accordance with the annual budget. All requisitions shall be approved by the Head of School and then by Beacon corporate staff to ensure adherence to the school's budget. Beacon is responsible for following all procurement laws concerning public funds and to maintain records of all procurement procedures.

**Accounting and Reporting:** Beacon Education Management will maintain proper financial records and will report (a) on a regular basis to the Board of Trustees as to the status of the school's budget vs. actual expenses, (b) as required to the Department of Education through annual financial reports, enrollment reports and any other reports that affect the school's finances, (c) to federal and state authorities concerning entitlement and competitive grants.

**Auditing:** Yearly audits will be performed by a qualified C.P.A.

How will the Board of Trustees and Beacon education Management fulfill their respective responsibilities?

The Board of Trustees will review, edit and approve proposed budgets as part of its regular meeting schedule. The budget process will begin each February in order to meet the June 15<sup>th</sup> deadline. Beacon Education Management presently provides full financial management to four charter schools in two states, including the Chelmsford Public Charter School in Massachusetts. Beacon also provides financial services to a public school in a third state. Beacon fulfills this obligation through a combination of on-site staff and corporate accounting staff in the company's central office.

### **3. Human Resources**

*A & B. Number of Staff, Hiring Criteria, Salary Range*

There will be 12 full time staff members in year one: Head of School, 1 Special Needs Professional, 9 teachers, and 1 School Secretary. There will be two part time staff members: a nurse and a social worker. The nurse and social worker will be full time in year two. This staffing model is based on existing schools with a similar education model.

*C. What is the school's plan for professional development?*

Project based learning requires developing unique planning and team skills among faculty. The school will use its extended school year to create professional development days. Each staff member will have yearly goals outlined in their evaluation plan and supported by school funding.

*D. How will faculty and administrators be evaluated?*

All staff will have an annual accountability plan in writing which will be determined by September 30<sup>th</sup> of each year. Each plan will incorporate individual's professional development goals and performance criteria determined by the Head of School. The Head of School will administer the plan, providing informal and formal reviews. The Head of School's plan will follow the same format but will be administered by a licensed superintendent. In all plans there are formal reviews which produce a written assessment by both the plan's administrator and the employee. Professional standards for administrators and teachers are provided in Appendix H.





NO. of Students		162	216	216	216
I. Revenues	Start-up	FY 98	FY99	FY00	FY01
Tuition	\$0	\$929,232	\$1,263,756	\$1,289,031	\$1,314,812
State/Federal Non-competitive Grants	\$0	\$78,600	\$96,096	\$97,418	\$68,766
Donations and Competitive Grants	\$0	\$10,000	\$10,000	\$10,000	\$20,000
Lunch Fees	\$0	\$29,160	\$38,880	\$38,880	\$38,880
Other: Loan	\$80,000	\$87,000	\$0	\$0	\$0
<b>Total Revenue</b>	<b>\$80,000</b>	<b>\$1,133,992</b>	<b>\$1,408,732</b>	<b>\$1,435,329</b>	<b>\$1,442,458</b>

II. Expenditures					
Professional Salaries					
Head of School	\$10,000	\$50,000	\$50,000	\$50,000	\$50,000
Social Worker	\$0	\$14,000	\$28,000	\$28,000	\$28,000
Nurse	\$0	\$18,000	\$28,000	\$28,000	\$28,000
Teachers	\$26,250	\$315,000	\$420,000	\$420,000	\$420,000
Special Education Staff	\$5,800	\$35,000	\$70,000	\$70,000	\$70,000
Additional Compensation	\$0	\$0	\$8,640	\$20,805	\$32,581
Benefits and Payroll Taxes	\$11,354	\$116,640	\$163,253	\$166,537	\$169,717
<b>Total Professional Salaries</b>	<b>\$53,404</b>	<b>\$548,640</b>	<b>\$767,893</b>	<b>\$783,342</b>	<b>\$798,298</b>

Administrative Staff					
Clerical	\$1,647	\$25,000	\$25,000	\$25,000	\$25,000
Benefits and Payroll taxes	\$450	\$6,750	\$6,885	\$7,020	\$7,295
Additional Compensation	\$0	\$0	\$500	\$1,000	\$2,020
<b>Total Administrative Staff</b>	<b>\$2,097</b>	<b>\$31,750</b>	<b>\$32,385</b>	<b>\$33,020</b>	<b>\$34,315</b>

Facility					
Rent	\$0	\$198,000	\$264,000	\$271,920	\$288,480
Building and Equipment Maintenance	\$0	\$27,000	\$27,000	\$27,000	\$27,000
Renovation and Construction	included in rent	included in rent	included in rent	included in rent	included in rent
Building Utilities, Taxes and Op. Expenses	included in rent	included in rent	included in rent	included in rent	included in rent
<b>Total Facility</b>	<b>\$0</b>	<b>\$225,000</b>	<b>\$291,000</b>	<b>\$298,920</b>	<b>\$315,480</b>



<b>Materials and Equipment</b>					
Textbooks	\$0	\$32,400	\$21,600	\$21,600	
Instructional Equipment	\$0	\$9,000	\$3,000	\$2,000	\$2,000
Office/Classroom Technology	\$0	\$24,000	\$24,000	\$24,000	\$24,000
Classroom Supplies	\$0	\$30,000	\$10,000	\$10,000	\$5,000
Furniture	\$0	\$21,714	\$21,714	\$21,714	\$1,000
Other Equipment	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
<b>Total Materials /Supplies</b>	<b>\$3,000</b>	<b>\$120,114</b>	<b>\$83,314</b>	<b>\$82,314</b>	<b>\$56,600</b>
<b>Other Costs</b>					
Accountability Plan	\$0	\$5,000	\$5,000	\$5,000	\$5,000
Management Fee	\$0	\$70,548	\$95,190	\$97,051	\$96,850
Special Education	\$0	\$25,000	\$10,000	\$10,000	\$10,000
Marketing/Development	\$3,000	\$3,000	\$2,000	\$2,000	\$2,000
Insurance	\$0	\$9,000	\$9,000	\$9,000	\$9,000
Staff Development/Training	\$0	\$10,000	\$12,000	\$12,000	\$12,000
Transportation	\$0	\$12,000	\$16,000	\$16,000	\$16,000
Debt Service	\$0	\$30,500	\$30,500	\$30,500	\$30,500
Student Activities	\$0	\$5,000	\$5,000	\$5,000	\$5,000
Food Service	\$0	\$38,440	\$49,450	\$51,181	\$51,414
<b>Total Other Costs</b>	<b>\$3,000</b>	<b>\$208,488</b>	<b>\$234,140</b>	<b>\$237,732</b>	<b>\$237,764</b>
<b>Other Start-up Costs Only</b>					
Curriculum Development	\$5,000				
Printing and Copying	\$3,500				
Student and Staff Recruitment	\$5,000				
Travel/Transportation	\$2,000				
Telephone/Fax/Postage	\$3,000				
Consultants	\$0				
<b>Total Start-up Costs</b>	<b>18,500</b>				
<b>Total Revenues</b>	<b>\$80,000</b>	<b>\$1,133,992</b>	<b>\$1,408,732</b>	<b>\$1,435,329</b>	<b>\$1,442,458</b>
<b>Total Expenditures</b>	<b>\$80,000</b>	<b>\$1,133,992</b>	<b>\$1,408,731</b>	<b>\$1,435,329</b>	<b>\$1,442,458</b>
<b>Balance</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>





#### IV. Action Plan

From the time that the charter is granted, Beacon Education Management will initiate work in all areas listed below. As staff are hired, start-up responsibilities will be transferred to them from central Beacon staff. The following chart lists responsibilities and deadlines by person or group. The next page provides a chronological view of the school's start-up.

Group	Responsibility	Time frame
Board	Recruitment of students	2/98-3/98
	Approval of staff recruited by Beacon	ongoing
	Development of public board procedures	2/98-4/98
	Search and approval of school site and renovations	2/98-6/98
	Fundraising	ongoing
	Budget Approval	4/98-ongoing
Head of School	Staff recruitment, evaluation plans and professional development	4/98-11/98
	Oversight of curriculum development	4/98-ongoing
	Orientation for parents and students	6/98-8/98
	Development of school schedule	4/98-8/98
	Development of mentor program	5/98-ongoing
	Development of school's partners	5/98-ongoing
Core Staff for Start-up Team	Development of skills classes in accordance with school standards	6/98-ongoing
	Development of assessment rubrics	6/98-ongoing
	Development of student discipline policy and handbook	6/98-8/98
	Establishment of IEC procedures	6/98-8/98
Beacon Development Team	Staff recruitment, benefits, and human resources	3/98-ongoing
	Setup financial systems	3/98-6/98
	Procurement of goods and services	3/98-9/98
	Transfer of responsibilities to permanent staff	4/98-9/98
	Budget development	2/98-3/98
	Site preparation	3/98-8/98
	Oversight of renovations	3/98-7/98
	Lease negotiations	2/98-3/98











## **Appendix A**

### **Estuary Project: Performance Statements and Standards**

*N.B.: The following performance statements and standards are taken directly from the Modern Red Schoolhouse Design Document, Version 1.1. Not every standard leading to a specific performance standard will be part of this project. Students will achieve performance standards through several standards; some statements are too broad for this project but they have been included to give their attached standards context. Future projects will hit other standards, thereby completing unfinished performance statements.*

#### **Biodiversity Unit**

##### **Intermediate Science: Performance Statement A**

**Each student can apply knowledge of scientific concepts in experimental context, solve problems and investigate questions using scientific methods, and revise personal understanding to accommodate new knowledge.**

##### **Standards:**

1. Each student can develop questions that can be explored experimentally and formulate hypotheses consistent with known phenomena and principles.
2. Each student can design an investigation to test a hypothesis, control variables, and collect relevant data.
3. Each student can use appropriate measuring tools to collect and record data, evaluate their precision and accuracy, and distinguish between observation and inference.
4. Each student can develop safe and effective skills when using common lab and field techniques.
5. Using statistics, mathematical models, and available technology, each student can organize, manipulate, and present data to show functional relationships between observations.
6. Each student can evaluate the validity of a hypothesis in the light of observations and experimental data and extrapolate functional relationships beyond actual observations.
7. Each student can integrate the results of an investigation into existing knowledge, distinguishing between scientific evidence and personal opinion.
8. Each student can communicate the results of an investigation with fidelity and clarity, using words, graphs, pictures, charts, diagrams, and appropriate computer software.

##### **Intermediate Science: Performance Statement C**

**Each student can apply the knowledge and methods of science when making real-world decisions.**

##### **Standards:**

1. Each student can gather information about the scientific and technological aspects of a socially significant issue and generate alternative solutions.
2. Each student can evaluate each proposed solution, aware that an incomplete knowledge base may result in uncertainty, and decide which alternative seems best.
3. Each student can present a preferred solution to a group and participate in a consensus building discussion to arrive at a group decision.

##### **Intermediate Science: Performance Statement D**

**Each student understands and can apply knowledge of the life sciences, particularly in relation to the six themes: energy, evolution, patterns of change, patterns of stability, scale and structure, systems and interactions.**

##### **Standards:**

2. Each student understands and can apply concepts of ecology: interactions and interdependence, niche and habitat, interactions among organisms, how organisms respond to the environment, how humans affect the environment.





## **Appendix A Continued**

### **Intermediate Science: Performance Statement F**

**Each student understands and can apply knowledge of the following concepts in the earth sciences, particularly in relation to the six themes: energy, evolution, patterns of change, patterns of stability, scale and structure, systems and interactions.**

Standards:

3. Each student understands and can apply concepts of surface processes: weathering erosion, deposition, glaciation, hydrologic processes (water cycle), water quality and pollution, atmospheric processes (seasons), weather, air quality and pollution.

### **Intermediate English Language Arts: Performance Statement C**

**Each student can communicate information, opinions, and experiences when writing for various audiences, in various genres, for various purposes.**

Standards:

6. Each student can write narratives showing a sequence of events through concrete detail and descriptive language, yet at the same time illustrating a more abstract insight or theme.

### **Intermediate English Language Arts: Performance Statement D**

**Each student can communicate effectively when speaking to various audiences, in various contexts, for various purposes.**

Standards:

3. Each student can determine the purpose for speaking in various contexts, appraise the needs and expectations of an audience, and develop a plan to fulfill the purpose.
4. Each student can make appropriate decisions about substance and style and use the conventions of public speaking to help fulfill the purpose of a speech.
6. Each student can produce a coherent and complete presentation, containing sufficient detail to fulfill its purpose, language appropriate for its audience, appropriate visual aids, and a structure revealed through clear coordination and subordination of ideas.
9. Each student can construct and deliver a coherent argument that accurately summarizes the ideas and opinions of other people, evaluates those ideas and opinions, advances the student's own ideas and opinions, and cites supporting evidence.
10. Each student can use a computer for planning a speech or lecture, integrating graphic and numerical information, and projecting visuals during the delivery.

### **Intermediate English Language Arts: Performance Statement F**

**Each student can demonstrate knowledge of the structure and history of English through reading, listening, writing, and speaking.**

Standards:

1. Each student can evaluate the use of words and phrases according to the context and purpose of a communication.
2. Each student can evaluate the use of syntax, figurative language, and rhetorical structures according to context, purpose, and related linguistic conventions.
3. Each student can find information that is helpful in evaluating the use of English by consulting dictionaries, style sheets, handbooks, editing software, and other sources of information.
4. Each student can proofread, edit, and revise a manuscript.
5. Each student can describe parts of speech and fundamental rules of syntax and apply this knowledge in written and oral work.





## **Appendix A Continued**

### **Cartography Unit**

#### **Intermediate history: Performance Statement E**

**Each student can understand issues and events in United States history from the perspectives of people past and present and recall, select, and apply relevant and accurate historical knowledge.**

Standard:

1. Each student can recall, select, and apply knowledge of New World exploration, which linked people from Europe, Africa, and the Americas.

#### **Intermediate geography: Performance Statement A**

**Each student can locate particular places on earth, identify spatial patterns and arrangements around the earth's surface, and describe the physical and human characteristics and processes that shape these geographical features.**

Standards:

1. Each student can use a map or globe to locate natural regions such as mountain ranges, deserts, and river; human regions - such as nations or cities; and patterns of climate and vegetation.
2. Each student can use geographic vocabulary and references (distance, direction, proximity, boundaries, scale, latitude and longitude, and different map projections) to locate and describe specific places and regions.

#### **Intermediate mathematics: Performance Statement B**

**Each student can gather, analyze, and evaluate data to formulate and test a hypothesis.**

Standard:

2. Each student can organize, represent, and explain data in various ways - using tables, graphs, (maps - added as another appropriate example which applies to the project) and statistics.

#### **Intermediate mathematics: Performance Statement D**

**Each student understands and can apply the properties and relationships of figures in space.**

Standards:

1. Each student can visualize and represent spatial relationships and geometric properties, such as symmetry, similarity, perpendicularity, and parallelism.
2. Each student can choose appropriate units for measurement and set appropriate standards for the accuracy of measurement.
3. Each student can identify various geometric figures by their properties and apply this knowledge of properties when solving problems
4. Each student can use analytical tools for measurement and appropriate formulae for area and volume.

#### **Intermediate mathematics: Performance Statement E**

**Each student can draw on a broad body of mathematical knowledge and skill when solving problems.**

Standard:

3. Each student understands and can apply number and numeration concepts, such as cardinality, order, divisibility, commutativity, and zero.



## Appendix A Continued

### Letter to students, mailed before the beginning of school

Rising Tide Charter School  
Plymouth MA 02360  
July 31, 1997

Ms. Marie Rock  
112 Plymouth Ave.  
Plymouth MA 02360

Dear Marie and Family,

Welcome to the Rising Tide Charter School! School starts in just three weeks. We already have work for you to do during your last bit of summer. Read on.

You will be starting the year, like all the seventh and eighth graders, in the Estuary Project. No one has ever produced a thorough study of this part of our town, so we will be learning while adding something to our community. This project is divided in two parts - the biodiversity unit and the cartography unit. You will participate in both during our first nine-week block, but you will start off in the biodiversity unit. This unit will combine your science and English classes.

To get ready, we would like you to visit this part of town three times at different times of day and in different weather. Take a notebook and write down things you see, changes you notice, questions you have. Please also get a jar of water from the estuary and record where you got it from in as much detail as you can.

For the cartography unit, which you will work on during your fifth through eighth weeks of school, please find maps of Plymouth and the surrounding area. Look them over, try to use the key and scale, get to know where you are. Bring the maps into school.

Also, we would like you to start preparing to be a part of our mentoring program. Talk to people who work locally, or visit town businesses. Try to find a type of work that interests you. This investigation will help us place you with the best mentor when the time comes. All this work should be enough to give you something to do every day but not overwhelm you - you will be busy enough when school starts! Enjoy!

Sincerely,

The 7/8 Team, Rising Tide Charter School





## Appendix A Continued

### Estuary project: Biodiversity unit outline

You are an environmental scientist hired by the town of Plymouth to study the ecology of the town's estuary region. You will later combine your work with the work of several cartographers hired to map the same area. (In fact, you will become a cartographer later in the year.) You are expected to present your conclusions and recommendations concerning this area at a meeting of the Plymouth Conservation Board in late November.

You will work in laboratory and writing, editing, and public speaking workshops to prepare for your presentation. You also need to work with many other scientists - together you will collect lots of data, but you will need to decide on conclusions through consensus. The town is sparing no expense to make sure they get valid conclusions.

While working on this biodiversity study, you will progress towards mastery in:

lab procedures	grammar and punctuation
data collection and measuring	proofreading and editing
designing and completing experiments	writing for specific audiences
using charts, graphs, and diagrams	public speaking
drawing valid conclusions	arguing to get what you want
writing organized directions	other related skills.

You will work with the rest of the class in the beginning of the project, but as we work you will be expected to design an individual or two-person experiment that adds to class data and conclusions. We will need to complete a lot of work in class, so you will need to be extremely productive. Please be on time and get ready to work immediately each day. There will be little formal homework, but you will be expected to meet deadlines or discuss extensions with teachers well in advance of deadlines. In some cases, you may need to collect samples after school or on weekends; work not completed in class must obviously be finished at home. You may always arrange to stay late and work here. We cannot change the meeting date with the Board, so some deadlines are not flexible.

Your schedule is as follows:

Part 1 (one week)      How much does sand weigh?...and other puzzles.

Topic: Lab, measurement, recording, and narrative writing

Due: One lab report

Part 2 (one week)      What lives here?

Topic: Plants and animals of the estuary region, basic analysis of data

Due: One field guide, complete with 2 visual representations of data

Part 3 (two weeks)      So what do we know? What do we want to know?

Topic: Designing and completing experiments based on information from Part 2, integration of those experiments into oral presentations.

Due: All materials for oral presentation, including completed lab report based on data from individual experiments, and a videotape of a "dress rehearsal."





## Appendix A Continued

### Estuary project: Cartography unit outline

You are a master cartographer and surveyor hired by the town of Plymouth to map its uncharted estuary region. You will integrate your work with information from the biodiversity study to create topographical maps and specialized biological maps for the Estuary Project's presentation to the Plymouth Conservation Board in late November.

You will start on a large scale, examining and redesigning the globe in a new shape. You will then practice showing changes in elevation by creating a contour map. You will also write to explain and defend your choices. Finally, you will head out into the estuary region, armed with compasses, rulers, and conversion factors to create the town's maps. You will work in a small team to map a small section; we will combine all maps into one product.

While working on this cartography study, you will progress towards mastery in:

using a protractor	understanding why you can change
using a drawing compass	the shape of a globe
using an orienteering compass	understanding the idea of distortion
measuring angles	reading latitude and longitude
circle geometry	finding certain areas and places on maps
converting distances	representing data in a contour map
reading keys, scales, and contour indices	
creating maps to show specific information, using keys, scales, and contour indices	

We will need to complete a lot of work in class, so you will need to be extremely productive. Please be on time and get ready to work immediately each day. There will be little formal homework, but you will be expected to meet deadlines or discuss extensions with teachers well in advance of deadlines. In some cases, you may need to collect data after school or on weekends; work not completed in class must obviously be finished at home. You may always arrange to stay late and work here. We cannot change the meeting date with the Board, so some deadlines are not flexible.

Your schedule is as follows:

- Part 1 (one week)      How can I improve the globe?  
Topic: Latitude, longitude, scale, distortion, persuasive writing  
Due: One globe model containing seven cities and one essay defending the shape and cities you chose
- Part 2 (one week)      How do we show three dimensions on paper?  
Topic: accurate measurement, contour maps, narrative writing  
Due: One map and travel journal of a journey across a partner's face
- Part 3 (two weeks)      How do we represent the estuary region?  
Topic: Cardinal directions, distance conversion, orienteering, mapmaking  
Due: Data and map for one area of estuary region



**Appendix A Continued**  
**Estuary Project: Mini-project assignment**  
**Cartography Unit, Week 1**

As part of your training to become certified as a master cartographer, you will need to investigate why the globe looks the way it does. Globes always seem to be round - you will need to improve upon that design to sell your globe in a specific region of the world - your choice. You will select a new polyhedron and design an accurate globe, complete with latitude and longitude properly placed. You will place 7 cities and 4 topographical features on your globe, using only latitude and longitude and a key to identify them. You will also complete a one-page essay defending how your choice of shape, cities, and topographical features will make your globe appealing to residents of your selected region.

**Due on Friday at the beginning of your first project class**

- your completed essay
- all sides of your globe with latitude and longitude drawn accurately
- the project rubric, which was handed out on Tuesday

**Due on Friday at the end of your second project class**

- your completed essay
- your completed 3-dimensional globe, with cities and topographical features placed at correct points
- a key explaining your symbols
- your rubric, with initials of your peer editor written lightly in each section

**Keep this assignment in your binder so you can refer to it as you work.**





## Appendix B

### Estuary Project: Mini-project rubric Cartography Unit, Week 1

#### New Globe Project Rubric

	Highly Successful	Successful	Not yet successful
<b>Globe polyhedron</b>	Includes sides of at least two different sizes and shapes. -and- Latitude and longitude lines drawn correctly in relation to center of earth. -and- Dimensions of sides are standard throughout polyhedron.	Globe is a cube. -and/or- Most latitude and longitude lines drawn correctly in relation to center of earth. - and/or - Small variations in dimensions of sides.	Latitude and longitude lines placed incorrectly. -and/or- Sides of polyhedron do not match each other. -and/or- No 3 dimensional shape completed
<b>Placement of cities and topographical features</b>	Seven cities and 4 topographical features placed correctly. -and- Placement of large areas includes multiple sets of coordinates. -and- Equator, prime meridian, and other important lines highlighted .	At least eight of 11 items placed correctly. -and/or- All items placed at correct coordinates, but large areas are only located by one set of coordinates. -and/or- Equator and prime meridian highlighted.	More than three cities or topographical features placed at wrong coordinates. -and/or- No important lines are highlighted.
<b>Essay</b>	Contains a thesis. -and- Defends choice of shape and cities.	Contains a thesis. -and- Defends choice of shape or cities.	Contains no thesis. -and/or- Does not defend choices.
<b>Overall quality</b>	All edges match. No typographical errors. Deadlines or extension plan met.	Some edges do not match. -and/or- Some typos. Deadlines or extension plan met.	Sloppy construction. -or- Many typos. -or- Work is late .





## Appendix C

### Partnerships, Letters of Support and Petitions for the Rising Tide Charter School

#### Partnerships

The **Stellwagen Bank National Marine Sanctuary** has committed to work in partnership with the Rising Tide Charter School to develop curriculum. This sanctuary encompasses the waters from Cape Ann to Provincetown and works to promote conservation and protect the area surrounding Stellwagen Bank, a ridge outside of Boston Harbor which is home to a great deal of marine life and has been central in New England's fishing industry. The Sanctuary also has a partnership with **Captain John's Boats**, which can provide transportation for student field studies.

Other organizations pledging support include:

- **The Thornton W. Burgess Society**, a local historical and ecological society. The Burgess Society can provide expert naturalists, support for field studies, tours of different geological regions of Cape Cod, and teacher and student resources.
- **The Waquoit Bay Estuary**, a local ecological program which can assist with the school's inaugural project.
- **The Wildlife Information, Referral & Educational Services (WIRES)**, an animal rescue operation, which can provide mentors and community service opportunities for students, as well as information about local wildlife.
- **Salty Dog Sea Skiffs**, a boat builder, which will invite students in to learn about a trade which has long been instrumental in Plymouth's history and economy.
- **Memorial Press Group**, publisher of the local newspaper for 175 years and of several weekly town reports for Plymouth and other communities. This group can offer its rich archives for historical research, and perhaps writing opportunities for students, which allow for a wide audience for student work.

#### Educational Resources of Plymouth

- **The Ocean Spray Corporation** has a comprehensive display on the, history, uses and impacts of the local cranberry industry which students may use to study the local economy.
- **Mayflower Society**
- **Pilgrim Society (Pilgrim Hall Museum)**
- **Plimoth Plantation** which provides free admissions to Plymouth students
- **Plymouth Antiquarian Society**
- **Plymouth Philharmonic**
- **Plymouth public Library**



## Petition of Support

We support the establishment of the *Rising Tide Charter School* in Plymouth.  
There is a strong need for an alternative approach to the education of our children in grades 5 through 8. A new Charter School will complement the existing school system in Plymouth and provide a publicly funded choice for families who seek innovative and customized learning approaches to meet their child's needs.

If you have questions, please write the Charter School at 11 Jefferson Street, Plymouth, 02360

Name	Address	Telephone
Kelli Lavigne	18 Presidents Ln Ply	224-2087
Robert Dratt	360 Springfield Foretall	477-2059
Colleen M. Thom	30 Sunrise Ave Ply	747-2988
Ellen Adams	116 Franklin St Ply	746-2607
Ignacio Sullivan	P.O. Box 1654 Monmouth	224-9281
Amara A. Pedersen	16 Jordan Rd Ply.	747-0654
Alan F. F.	23 South St Plymouth	747-1314
Mary Anne Perkins	13 Church St. Carver	866-2074
Jean Mami	38 Seven Hills Rd Ply.	746-0007
Deane Bane	121 Stanley St Pembroke	746-8600
Kathy Chase	1010 Union St, Rockland	878-7230
Paul Good	166 Hattery Pms Rd Ply	224-6083
David Blount	98 St. George St Duxbury	934-9593
Gille Quast	38 Allen St Ply	746-5613
Carol Halland	30 Evergreen Dr. Ply	224-3242
Jody Hage	39 N. Spooner St. Plymouth	746-6180
Ann Jones	7 Bosuns Passage Ply	833-3674
Frank Longly	10 Truitt St Carver	866-7796
Debbie Roney	160 High St Carver	866-9696
Heather Philis	104 Warren Ave. Ply.	830-1000







Marianne Kirby  
Rising Tide Charter School  
11 Jefferson Street, Plymouth  
Massachusetts 02360

Elizabeth Borden, Executive Director  
Wildlife Information, Referral & Educational Services  
222 Valley Road, Plymouth, Massachusetts, 02360

Third, January, 1998

Dear Marianne,

Wildlife Information, Referral & Educational Services (WIRES) would like to express our support for the formation of the new Rising Tide Charter School. WIRES was also formed as an alternative educator in the field of wildlife management. It is essential to have options in education and, when it comes to our children, there is nothing of higher priority than giving them the opportunity to learn HOW to use their minds. Far too many standard educators continue to maintain the rote version of education, dampening young, eager minds when they are at their peak performance.

WIRES would welcome the new school and, as a member of the community, would support the teachers and children of Rising Tide in any way that we are able.

We wish you the best of luck in your endeavor.

Sincerely,

A handwritten signature in cursive script, reading "Elizabeth Borden".

Elizabeth Borden





# Thornton W. Burgess Society

6 Discovery Hill Road • East Sandwich • Cape Cod • MA 02537

(508) 888-6870

Appendix C continued

Rising Tide Charter School  
Julie Macuch  
11 Jefferson Street  
Plymouth, MA. 02360

December 30, 1997

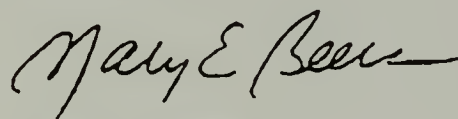
Dear Ms. Macuch:

It was a pleasure speaking with you about your curriculum plans for the proposed charter school. The theme you have chosen of Estuaries is very exciting and offers a *great opportunity* for hands-on science exploration by your students. The theme is very timely as 1998 has been designated as the Year of the Ocean. The opportunities for ongoing long-term study and research by your students blends nicely with the State Science Initiatives and the State Science and Technology Frameworks.

The Burgess Society is pleased to be a science partner for your charter school. The Society is committed to furthering hands-on science opportunities for students and their teachers. One of our educational priorities is increasing student knowledge of the local environment. Our staff naturalists have many years experience in science, especially estuarine studies. The education staff could serve your school as science curricula consultants, training teaching staff about the estuarine system and as student field leaders. The Robert Swain Natural History Library at Green Briar is available as a resource. Schools are able to become members with lending privileges at a special rate.

When your State approval is finalized, I look forward to sitting down with you and your team to discuss how the Society can link up with your school. Best of luck in your endeavor and Best Wishes for the New Year.

Sincerely,



Mary E. Beers  
Education Director

Thornton W. Burgess Museum

Green Briar Nature Center

*"to inspire reverence for wildlife and concern for the natural environment"*





John W. Farrington  
Associate Director for Education  
Dean of Graduate Studies  
Senior Scientist

## Woods Hole Oceanographic Institution

Woods Hole, Massachusetts 02543

Phone: (508) 289-2200

Fax: (508) 457-2188

[ffarrington@whoi.edu](mailto:ffarrington@whoi.edu)

January 2, 1998

Ms. Marianne Kirby  
Rising Tide Charter School  
11 Jefferson Street  
Plymouth, MA 02360

Dear Ms. Kirby,

I am very pleased, on behalf of Woods Hole Oceanographic Institution's Education Programs, to recognize the importance of Rising Tide Charter School, Plymouth in expanding the diversity and excellence of education in Plymouth, Massachusetts.

We have had several decades of mutually enhancing interactions with local schools, particularly Falmouth Public Schools and Falmouth Academy, by way of support of science fairs, volunteer participation by our employees in visiting schools and acting as advisors on numerous projects, and selected other programs for teachers. In addition, we have wider ranging interactions with teachers through our involvement in the Massachusetts Marine Educators Association and through the National Sea Grant Program activities at Woods Hole Oceanographic Institution. We anticipate similar types of interactions with the Rising Tide Charter School.

We look forward to the success of your charter application. Best wishes for 1998

Sincerely,

  
John W. Farrington

cc.

Dr. Robert B. Gaosian, Director, WHOI





## **Appendix D**

### **Recruitment procedures**

- Hold evening community meetings for prospective students and parents
- Provide information to guidance counselors and students in ALL existing public and private schools in the area
- Distribute literature to community organizations
- Place advertisements in local media
- Present and discuss the charter in local media (newspapers, local cable access, radio talk shows)
- Prepare a collection of research and provide public access to this information
- Post notices in public buildings, libraries and the town hall
- Send a bulk mailing to all parents with students in grades 4 through 7 based on the town census
- Disseminate information at recreational activities in town such as baseball, soccer, dance classes, church youth groups, etc.
- Work closely with the Executive Office of Education and the Massachusetts DOE to publicize the school.







STUDENT PRODUCT ASSESSMENT FORM  
SUMMARY SHEET

Name(s) \_\_\_\_\_ Date \_\_\_\_\_  
District \_\_\_\_\_ School \_\_\_\_\_  
Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Sex \_\_\_\_\_  
Product (Title and/or Brief Description) \_\_\_\_\_  
\_\_\_\_\_  
Number of Weeks Student(s) Worked on Product \_\_\_\_\_

FACTORS	RATING*	NOT APPLICABLE
1. Early Statement of Purpose .....	_____	_____
2. Problem Focusing .....	_____	_____
3. Level of Resources .....	_____	_____
4. Diversity of Resources .....	_____	_____
5. Appropriateness of Resources .....	_____	_____
6. Logic, Sequence, and Transition .....	_____	_____
7. Action Orientation .....	_____	_____
8. Audience .....	_____	_____
9. Overall Assessment .....	_____	_____
A. Originality of the Idea .....	_____	_____
B. Achieved Objectives Stated in Plan .....	_____	_____
C. Advanced Familiarity with Subject .....	_____	_____
D. Quality Beyond Age/Grade Level .....	_____	_____
E. Care, Attention to Details, etc. ....	_____	_____
F. Time, Effort, Energy .....	_____	_____
G. Original Contribution .....	_____	_____

Comments:

Person Completing This Form \_\_\_\_\_

\*Rating Scales: Factors 1-8.

- 5 - To a great extent
- 3 - Somewhat
- 1 - To a limited extent

Factors 9A-9G

- 5 = Outstanding
- 4 = Above Average
- 3 = Average
- 2 = Below Average
- 1 = Poor



**REQUESTS FOR PROPOSALS  
FOR  
DEVELOPMENT OF A CHARTER SCHOOL  
ACCOUNTABILITY PLAN**

February 7, 1997

1. The \_\_\_\_\_ Charter School is seeking proposals for professional services, under M.G.L. C. 30 B to support the development of a **Charter School Accountability Plan** to fulfill the requirements of the Charter between the \_\_\_\_\_ Board of Trustees, and the Commonwealth of MA. Proposals are due \_\_\_\_\_. (see section 8).
2. The scope of services includes:
  - 2.1 Review of the \_\_\_\_\_ CHARTER SCHOOL charter, technical guidelines provided by the Department of Education \_\_\_\_\_ Charter School Office on Charter School Accountability Plans (attachment), student data for \_\_\_\_\_ the current school enrollment, parent and student surveys, and other data that \_\_\_\_\_ CHARTER SCHOOL is able to provide.
  - 2.2 Meetings as required with the Board of Directors, School Administration and the School Accountability Committee for the purpose of reviewing this data, discussing recommendations, draft(s) of the plan(s), and the final plan for submission to the MA Charter School Office. These meetings will be scheduled to minimize travel. It is anticipated that at that eight (8) meetings will be held between \_\_\_\_\_ and \_\_\_\_\_.
  - 2.3 Completion of any changes in the document that are needed in the plan for the purpose of obtaining approval of the plan by the MA Charter School Office.
  - 2.4 Providing recommendations on staff development, software, assessment tools, and report templates for the Annual State Report, Student Progress Reports to parents, and quarterly reports to the Board of Trustees that may be needed to implement the plan.
  - 2.5 Site visitations each quarter in the \_\_\_\_\_ school year to meet with the Trustees, Administration, Staff, and the Accountability Committee for the purpose of gathering and analyzing data and reporting on the implementation of the plan. These meetings will be scheduled to minimize travel.
3. Deliverables and Milestones:
  - 3.1 Analysis of data on the current school population to establish the baseline data required for establishment of the "current status." as required by the guidelines attached to the RFP.
  - 3.2 Draft # 1 of three (3) student performance objectives, and three (3) school performance goals that includes for each objective: expectations, strategies for attainment, progress indicators (including those that will allow for comparison on a State and National basis), and measurement tools.





3.3 Draft #2 of the plan after discussion of the first draft with the Board of Trustees, Administration, Staff, and the Accountability Committee.

3.4 Final plan.

3.5 Revisions as required by the Charter School Office to obtain plan approval.

3.6 Quarterly progress reports (progress indicators) in the given school year using data gathered from the measurement tools specified in the approved plan. These reports will be reviewed with the Board, and Staff and Administration by the consultants. These meetings will be scheduled to minimize travel.

3.7 An end of the year report for the given school year that reports on the objectives specified in the plan using the data gathered under "measurement tools". The Consultants will review the results with the Board, and Staff and Administration by These meetings will be scheduled to minimize travel.

3.8 All documents shall be provided as a hard copy and on disc in MS Word version 6.0 or other version agreed to by the school.

4. Related information:

4.1 The final plan specified in section 2.2 must be approved by the Board of Trustees.

4.2 The \_\_\_\_\_ CHARTER SCHOOL will provide to the Consultant(s) all data that is required under the State approved plan.

4.3 The consultant(s) will be provided access to the faculty, staff, and students on a schedule to be determined by the Director.

4.4 The distribution of data that is provided will be subject to all of the statutes and regulations of the Commonwealth of MA.

4.5 The \_\_\_\_\_ CHARTER SCHOOL is program is based upon a systems thinking approach to learning

5. Sealed proposals are to include:

5.1 Summary of services to be provided.

5.2 Qualifications and experience of the consultants, including resumes.

5.3 Work plan including milestones.

5.4 Fee proposal: Lump sum fee for services provided. Any cost excluded are to be specified with a suggested budget for same. The fee proposal shall be submitted in a separate sealed envelope at the same time.

5.5 Three (3) school districts or business organizations where services have been provided in the last two (2) years. Include contact person, address, and telephone number.

5.6 Non collusion, revenue enforcement, and EEO/AA policy of the firm.

5.7 Specification of any deviations from the required services.





6. Evaluation Criteria:

6.1 Documented experience in providing these services.

6.2 Ability to meet the requirements of the RFP.

6.3 Demonstrated knowledge of systems thinking

6.4 Fee proposal.

All proposals will be opened on the date specified by the School Director in the presence of a witness and logged by vendor. The proposals will be evaluated using the criteria specified above by the Accountability Committee and rated advantageous, not advantageous, unacceptable. Each evaluator shall state the reason(s) for the rating. The top rated vendor may be required to make a presentation to Board of Trustees on the proposal. A contract shall be awarded to the vendor with the most advantageous proposal from the responsive and responsible offeror. The School reserves the right to reject all proposals if it deems that this is in the best interest of the \_\_\_\_\_ CHARTER SCHOOL.

7. A contract will be entered into with the successful offeror.

8. Sealed proposals marked "Proposals for Development of Accountability Plan in Response to RFP dated \_\_\_\_\_ are to be submitted no later than 11:00 AM on \_\_\_\_\_ to \_\_\_\_\_  
\_\_\_\_\_ Fax proposals will not be accepted. Proposals sent by  
courier are to be in sealed envelopes inside the mailing envelope.

9. Questions on this RFP are to be directed \_\_\_\_\_  
\_\_\_\_\_

**END OF DOCUMENT**



**BEACON EDUCATION MANAGEMENT™**  
**PROFESSIONAL STANDARDS FOR TEACHERS©**

1. Personnel evaluations are designed to:
  - 1.1 Provide information for continuous improvement of performance.
  - 1.2 Provide a record for personnel decisions.
2. Evaluations shall be based upon the following standards:
  - 2.1 Knowledge of curriculum.
  - 2.2 Effective Use of Instructional Systems.
  - 2.3 Management of the Learning Environment.
  - 2.4 Student assessment results.
  - 2.5 Promotion of Equity and Appreciation of Diversity.
  - 2.6 Professional Responsibilities.
3. The Principal/Director of the school will serve as the teacher's primary evaluator. The Principal may request other BEM personnel to assist in the evaluation process.
4. The evaluation cycle will consist of the following:
  - 4.1 Annual self evaluation by the teacher using BEM professional standards prior to the beginning of the school year.
  - 4.2 Goal setting with the Principal, during the first month of the school year, that includes a review of student achievement, the school's charter/mission, and the school's accountability plan.
  - 4.3 A professional development plan developed by the teacher in concert with the goal setting process.
  - 4.4 At least three (3) classroom observations each year.
5. The teacher and Principal may also agree to peer evaluations as part of the annual process.
6. All observations will be followed by a conference between the teacher and the Principal. A written summary of the observation and the conference will be provided by the Principal to the teacher for review and signature. A copy of the review will be filed in the teacher's personnel file at BEM. The teacher may attach comments. At the final conference of the year the Principal and teacher will discuss goals for the next school year.





- 1. Knowledge of Curriculum: The teacher demonstrates:
  - 1.1 Knowledge of state and national standards.
  - 1.2 Knowledge of state and national curriculum frameworks.
  - 1.3 Knowledge of school and grade level curriculum.
  - 1.4 Development of unit plans that are aligned with the school's curriculum.
  
- 2. Effective Use of Instructional Systems: The teacher demonstrates this through:
  - 2.1 Development of Individual Education Learning Plans for students.
  - 2.2 Application of different teaching strategies.
  - 2.3 Knowledge of student learning styles.
  - 2.4 Knowledge and use of multiple forms of student assessment.
  - 2.5 Use of a variety of materials and technology in the learning process.
  - 2.6 Uses a variety of teaching strategies to identify and eliminate skill deficiencies.
  - 2.7 Provides students with the opportunity to be self directed learners.
  - 2.8 Collaboration with other professionals on the staff or under contract.
  
- 3. Management of the Learning Environment: The teacher demonstrates this through:
  - 3.1 Implementation of guidelines found in the school's Staff and Student handbooks.
  - 3.2 Modeling appropriate behavior to students.
  - 3.3 Maintains classroom routines that support the mission of the school.
  
- 4. Student Assessment Results: The effective teacher:
  - 4.1 Insures that all students achieve academic growth year as measured by local, state and national assessments.
  - 4.2 Communicates to students and parents student at least once each week using a variety of strategies.
  - 4.3 Communicates high standards to students.
  - 4.4 Maintains accurate records of student achievement.
  
- 5. Promotes Equity and the Appreciation of Diversity: The effective teacher:
  - 5.1 Insures that all students are included in the full range of programs and activities.
  - 5.2 Develops appropriate teaching, communication and assessment strategies to meet the needs of all students.
  
- 6. Professional Responsibilities: The effective teacher:
  - 6.1 Shows respect for all students, parents and colleagues.
  - 6.2 Maintains professional boundaries with parents, students and colleagues.
  - 6.3 Works collaboratively with colleagues and others.
  - 6.4 Develops and implements a Professional Improvement Plan.
  - 6.5 Demonstrates receptivity to suggestions for growth and improvement.
  - 6.6 Demonstrates the ability to use available resources.
  - 6.7 Implements the procedures found in Beacon Education Management's Policies and Procedures Manual as these apply to the teacher's duties and responsibilities.





**BEACON EDUCATION MANAGEMENT™**  
**PROFESSIONAL STANDARDS FOR PRINCIPALS AND DIRECTORS©**

1. Personnel evaluations are designed to:
  - 1.1 Provide information for continuous improvement of performance.
  - 1.2 Provide a record for personnel decisions.
2. Evaluations shall be based upon the following standards:
  - 2.1 Instructional Leadership.
  - 2.2 Organizational Leadership.
  - 2.3 Management.
  - 2.4 Promotion of Equity and Appreciation of Diversity.
  - 2.5 Effective Relationships With The School Community.
  - 2.6 Professional Responsibilities.
  - 2.7 Student Assessment Results.
3. Performance indicators are attached.
4. The evaluation cycle will include:
  - 4.1 Annual goal setting based upon the charter, the school accountability plan, and operational needs.
  - 4.2 A mid year review conducted by the Chief Operating Officer or Designee.
  - 4.3 An end of the year review conducted by the Chief Operating Officer or Designee. The Annual Report, parent satisfaction surveys, and the school's Accountability Plan will be reviewed at this time.
  - 4.4 A self evaluation by the Principal/Director. This self evaluation may include feedback from the Board of Trustees, staff, parents and students.
5. The Chief Operating Officer or Designee will provide feedback to the Principal/ Director in writing. The Principal/Director will sign a copy of the review. The review will be filed in the Principal/Director's file. Comments may be added by the Principal/ Director.

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BEACON EDUCATION MANAGEMENT™

Professional Standards  
For Principals and Directors

1. **Instructional Leadership:** The effective Principal/Director works cooperatively with others to create a learning environment that meets the needs of all students. The Principal/Director demonstrates leadership through:
  - 1.1 Implementation of the school's charter (or mission for public and private schools).
  - 1.2 Insuring the use of a variety of instructional systems that meet student learning styles.
  - 1.3 Insuring the use of a variety of assessment tools including authentic assessment.
  - 1.4 Insuring that the school's curriculum is aligned with state standards and curriculum frameworks.
  - 1.5 Promoting high expectations for teachers and students.
  - 1.6 Insuring that the school climate supports the school's mission.
  - 1.7 Communicating effectively with the school community.
  - 1.8 Monitoring student assessments to insure that the school's Accountability Plan goals are met.
2. **Organizational Leadership:** The effective Principal/Director creates a learning organization that is focused on insuring that all students reach high levels of achievement. The Principal/Director demonstrates organizational leadership through:
  - 2.1 Application of the principles of organizational development to daily work.
  - 2.2 Analysis of student performance results and the uses this data to improve student performance.
  - 2.3 Communicating the school's mission to the school community.
  - 2.4 Presenting ideas clearly in writing to a variety of audiences.
  - 2.5 Presents facts and ideas orally in a clear manner to individuals and groups.
  - 2.6 Using technology in every day work.
  - 2.7 Inspires teachers and students to strive to meet high expectations.
  - 2.8 Monitoring student Individual Learning Plans.
  - 2.9 Assisting teachers and other staff members in the development of their Personal Professional Development Plan.
3. **Management:** The effective Principal/Director acts within the parameters established by state and national statutes, professional ethics and the policies of Beacon Education Management™. The Principal/Director demonstrate effective Management through:
  - 3.1 Implementation of Beacon Education Management Policies and Procedures. ©
  - 3.2 Implementation of effective supervision strategies with the school staff.
  - 3.3 Application of state and Federal regulations and statutes to school operations.
  - 3.4 Utilization of productivity tools such as databases, spreadsheets, word processing and presentation technology.
4. **Promotion of Equity and Appreciation of Diversity:** The Principal/Director strives to ensure equity for all students and staff in the school. The Principal/Director demonstrates this through:
  - 4.1 Providing opportunities for all parents, staff and students to be included in school programs and activities.
  - 4.2 Insuring that Federal and state regulations are uniformly applied to all students.
  - 4.3 Demonstrating sensitivity to differences in ability and cultures.





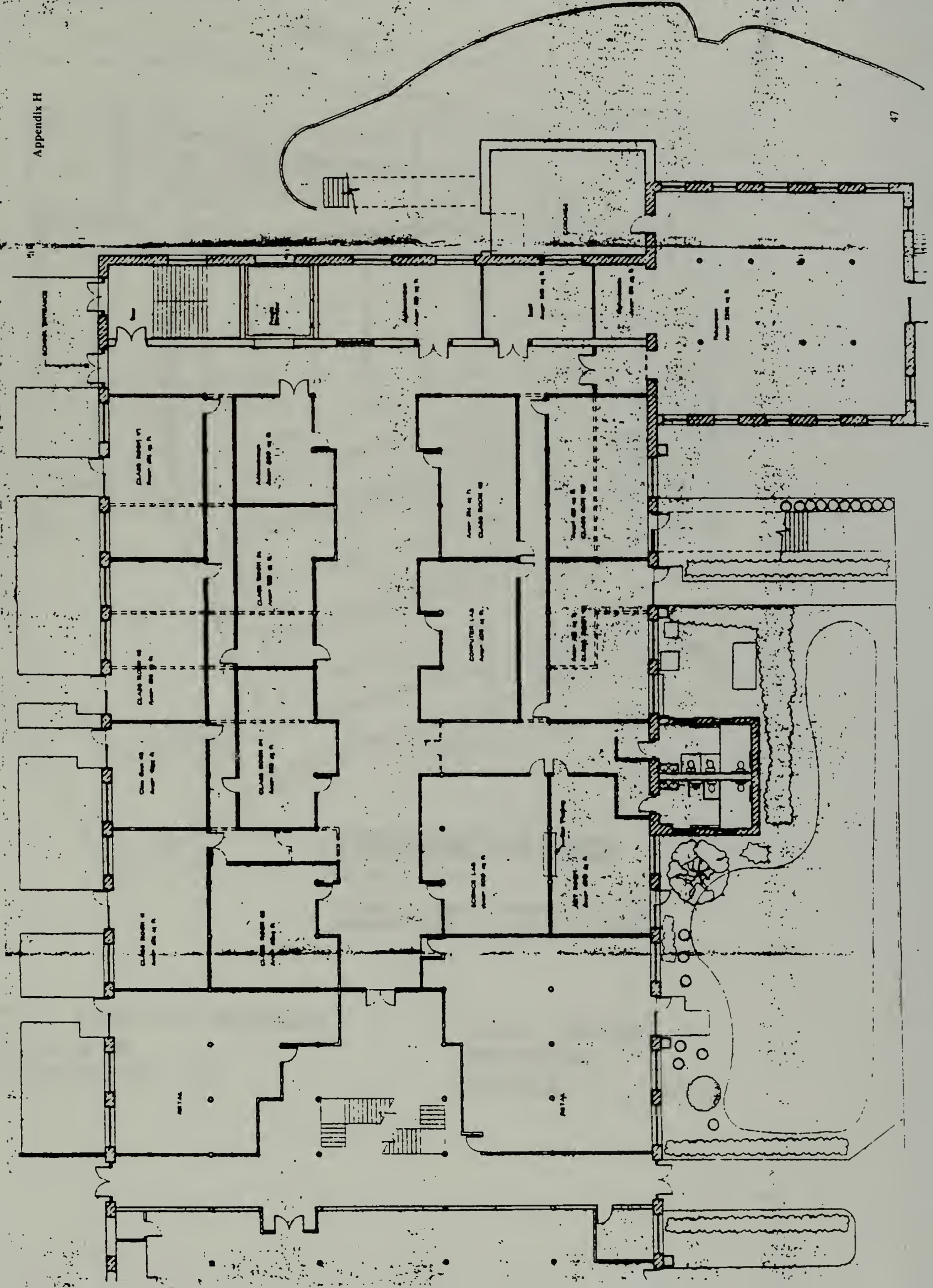
5. **Effective Relationships With The School Community:** The Principal/Director interacts with all school groups in order to insure that the needs of all students are met. The Principal/Director demonstrate this through:
  - 5.1 Involvement of parents in school activities.
  - 5.2 Superior ratings on Parent Satisfaction Surveys.
  - 5.3 Effective communication with parents and the community through newsletters, handbooks, fact sheets, brochures, public presentation and community involvement activities.
  - 5.4 Productive interaction with the Board of Trustees.
  
6. **Professional Responsibilities:** The effective Principal/Director needs to model professional behaviors that contribute to the achievement of the school's mission. The Principal/Director demonstrate this through:
  - 6.1 Reading and applying educational research.
  - 6.2 Listening to suggestions on how to improve his/her professional practice.
  - 6.3 Development and implementation of a personal professional development plan.
  - 6.4 Modeling ethical behavior.
  
7. **Student Assessment Results:** The Principal/Director is responsible for insuring that students meet the goals set forth in the school's charter and the Accountability Plan.

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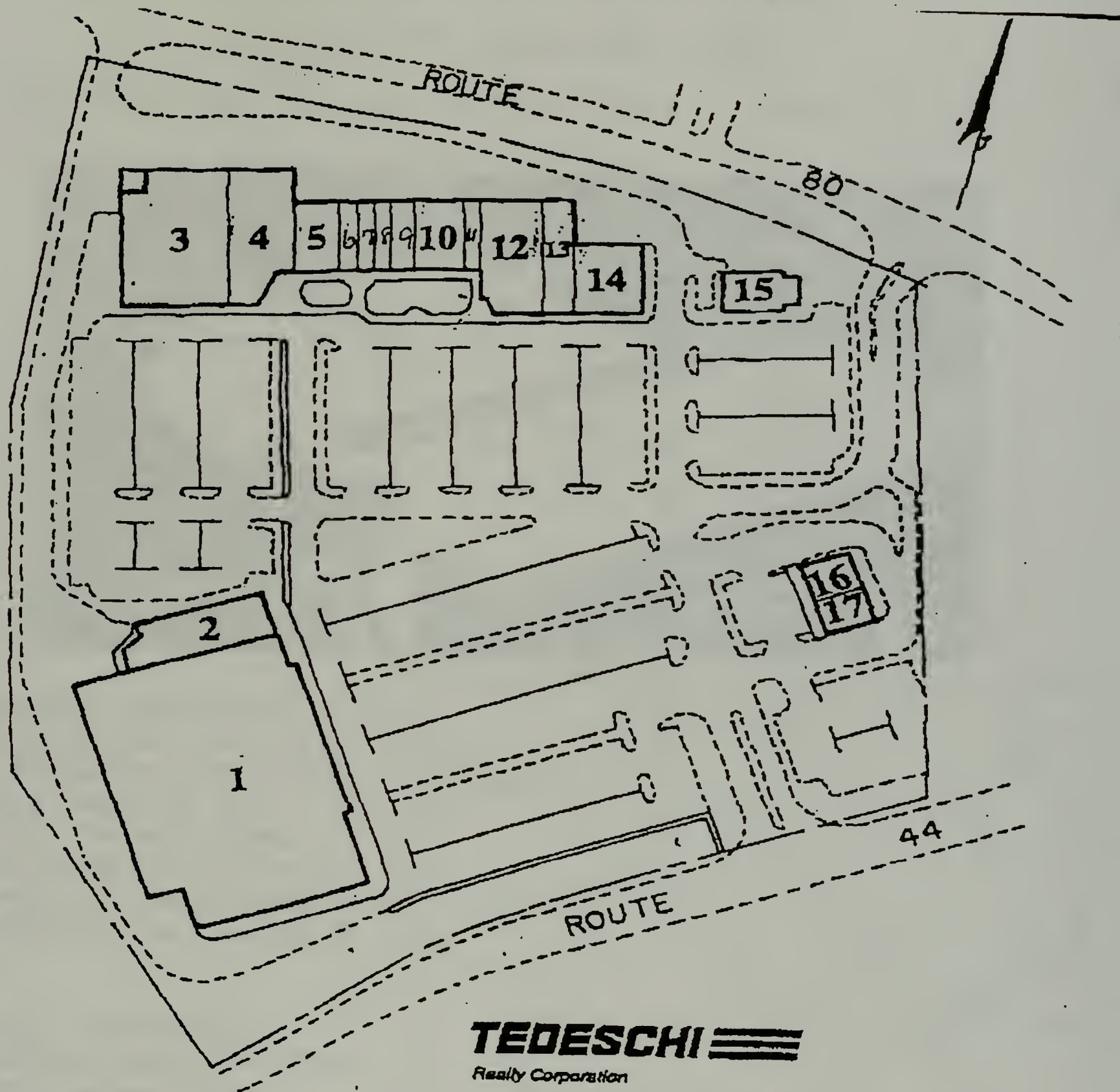




Appendix H







**TEDESCHI** 

Realty Corporation

14 Howard Street, Rockland, MA 02370  
(617) 871-8900 FAX (617) 871-8970

WEST PLYMOUTH SQUARE  
RTES. 44 & 80  
W. PLYMOUTH, MA

GLA - 127,847  
PARKING -  
SCALE: 1" = 150'

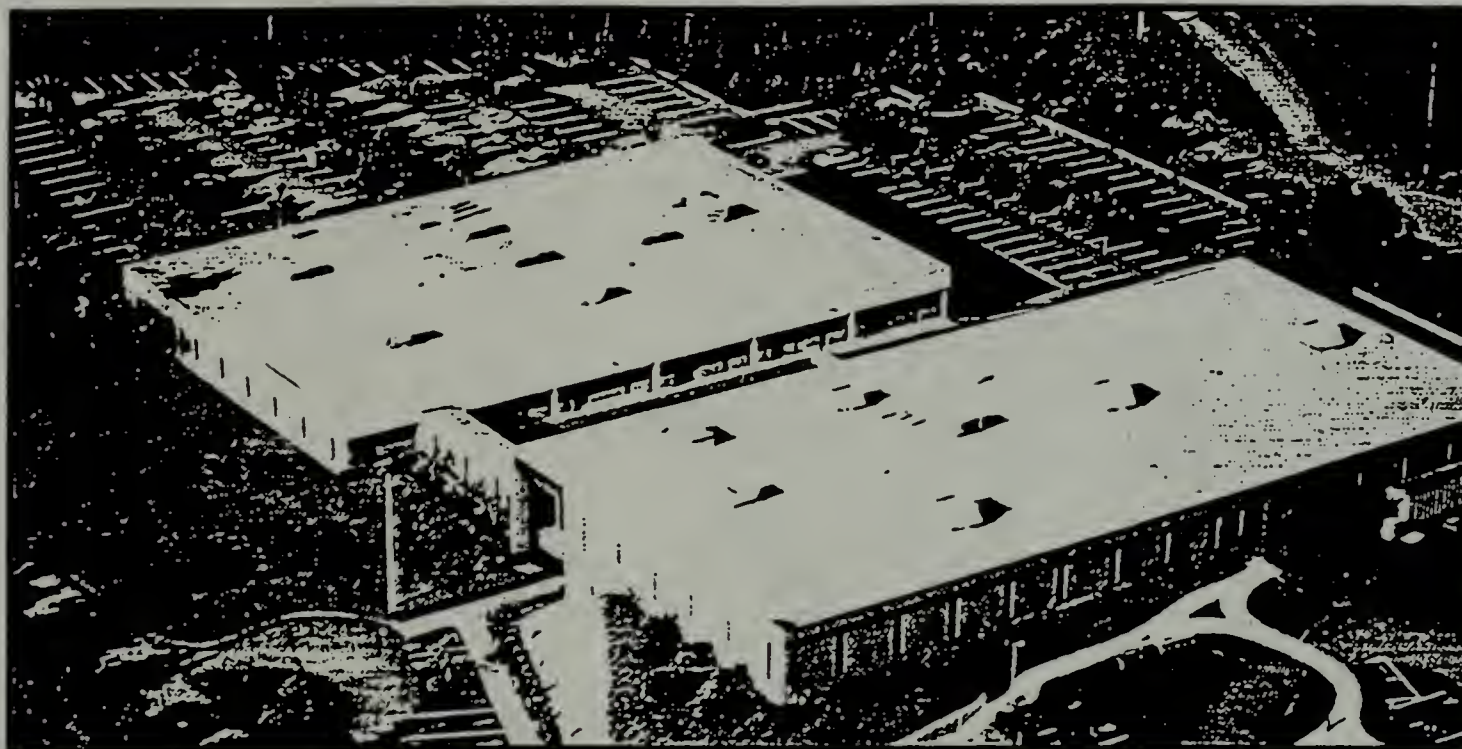




# 22 RICHARDS ROAD

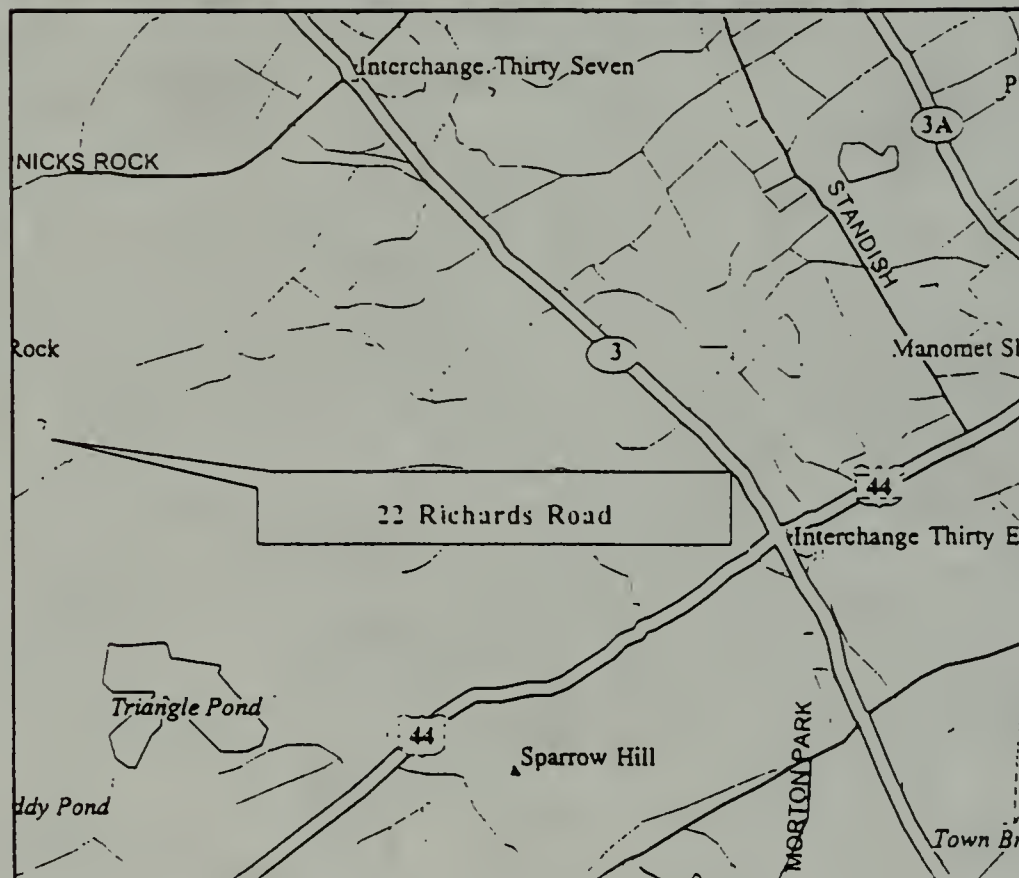
PLYMOUTH, MASSACHUSETTS

*OFFICE & HIGH-TECH SPACE FOR LEASE*



22 Richards Road is located in the Plymouth Industrial Park at Exit 7 off Route 3. Park amenities include banking, restaurants and health clubs. The Kingston Mall, Wal-Mart and historic downtown Plymouth are minutes away. Developed for and originally occupied by BlueCross/BlueShield, additional features include:

- Two Single Story Buildings
- 25,500 SF and 30,000 SF Floor Plates
- Attractive Landscape Design
- Possible Subdivision
- Parking: 7 cars/1,000 SF



**CUSHMAN &  
WAKEFIELD**

Improving your place  
in the world.™

For Further Information, please contact  
Tom Powers or J.P. Plunkett

Cushman & Wakefield of Massachusetts, Inc.  
101 Arch Street, 21st Floor  
Boston, MA 02110

**617-330-6966**

